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EDITORIAL.

Editorials in general.

We have not much faith in editors or anything editorial, but as it has been suggested that our readers believe in editorial remarks we see no reason to deny them the pleasure of a page or two divided up into irrelevant paragraphs upon unconnected subjects. To write an orthodox editorial one must dogmatise, to dogmatise one must be prejudiced, and as we have an almost equal abhorrence of orthodoxy, editors, dogma and prejudice, it will at once be apparent that the experiment is a risky one. Anyhow let the blood of our readers be on their own heads.

The Madras Athletic Association.

We suppose we are expected to say something about the Madras Athletic Association which seems to have so little to say for itself except a general wail over its financial troubles, but it is rather a difficult subject to enlarge on with any satisfactory result. There is no doubt the Association has done a lot for Madras

Athletics, as Sir Henry Bliss has more than once explained, and it is equally true that Sir Henry Bliss has managed to spare time every now and then to whip the Association into temporary activity. But, on the other hand, it is an open secret that during the absence of Mr. Chatterton in England the Society fell into a state of slumber which would have been in itself quite enough to have deprived it of popular support. Again, there seems to have been no real attempt made to win members from among the Madras dons,—if we may use a shorter and less pedantic word than the monotonous "professor". The canvassing of all these should be carried out energetically: at present many of them have no connection with the Association whatever, some of them are probably even ignorant of its existence. It is hopeless to expect to run such a Society on the contributions of the wealthy and the sympathy of the influential alone, though both these are of use in their way. The Association must be made more comprehensive, and membership put upon a graduated scale of subscriptions according to salaries, so that men of small incomes may join. This has proved a great success in the case of the Teachers' Guild. Further, some more value must be given for the subscription. Let the Association organise *tamashas*, like, for example, the recent *fête champêtre*, and charge a moderate rate for admission. Let it be economical in its prizes, thrifty in its expenditure, and energetic in its manangement and the Association may yet repay the labour of its few undaunted supporters.

As for a grant from the University, that will depend on the Charter, and is to say the least very doubtful. But if the Association would secure from the Military Authorities the right of railing in and appropriating the open spaces adjoining the Esplanade, from Pachaiyappa's College to the Christian College Athletic Ground, and back as far as the railway line, and would make this into a good cricket ground for the use of the Colleges in Blacktown, charging them for the up-keep, it would do more for Madras Athletics than twenty years of prize-giving. Individual Clubs and Colleges have vainly tried to get this ground, but there would probably be no objection to a representative society like the Madras Athletic Association acquiring it, provided that the claims of Colleges in this part of Madras were safeguarded. At present individual Colleges play commingled cricket and foot-

ball on a brick-like surface studded with broken bottles and the remnants of barbed wire fences, for the Military Authorities object to having the space enclosed by any one Club. The result is a kind of arid waste, hideous to the light of day, offensive to the nose, and equally dangerous to the wandering cooly and the votary of sport.

Students and Politics.

In his recent Convocation Address to Bombay University Lord Sandhurst seems to have laid a good deal of stress on the desirability of students abstaining from mixing themselves up in political controversies. While we generally agree with what the Governor of Bombay said, we do not altogether care for the manner of his saying it. In particular we would venture to suggest that Indian students are not *children*, whatever else they may be. Most of them are indeed old men before their time. Yet there is a good deal of sound sense in Lord Sandhurst's position. The connection of students and politics is good neither for the students nor the politics. The students lose their degrees and the politics their respect. Of course no one would suggest that students as such should be brought up in absolute ignorance of great political questions, but they should be trained to look at these questions with a calm and academic eye, ready to detect flaws in the arguments of politicians of every party. Above all, they should learn first the fundamental truth that every question has at least two sides, and they should make it their business to find out both sides before they think themselves competent to discuss the matter. Scepticism is nowhere so justifiable as in politics, which, as a friend once said, are but one long *second-best*, a striving not after truth but after self-interest and party interest. Let the student beware of rash generalisation and flowing periods, and let him insist on proof for each assertion; finally, if he will devote his attention to political matters, let it be to a comparison of both sides of the question, to *politics*, not to a one-sided and possibly misleading *politic*.

University Examiners in Calcutta,

The very curious procedure of the Calcutta Senate, which we notice in our Bengal News, calls for some further comment. The Senate has apparently come to the conclusion that it cannot trust its examiners to examine, or at least that it cannot trust an individual examiner to set a fair paper, but must have a paper set by two examiners together, and "moderated" by these two and a third acting

jointly, an assurance being given to the Syndicate that the paper is not above the usual standard. We are bound to say we do not know what circumstances have induced the Calcutta Senate to pass such a ridiculous resolution, but if anything could make the Calcutta degree less worth having than it is at present, we certainly think the Senate in its wisdom has found it now in the clumsy resolution it has passed. Either the Examiners or the Syndicate is the better fitted to examine. If the Syndicate then let the Syndicate set all the papers, if the Examiners, let them; but why have such a ridiculously complicated system? The only results will be to exclude every original question, to prevent the standard ever rising, to make answering questions more and more a mechanical matter, to encourage cram at the expense of scholarship, and to "moderate" still further the value of the Calcutta degree—whatever that may be. Freedom for the individual examiner is the only safeguard against cramming, and in Indian Universities where the standard is low, it is always extremely difficult to "plough" men who obviously have little real knowledge of the subject, but who have learnt the text-book by heart. The only remedy is to give a free hand to the individual examiner, subject to a general control by the Board, and to see that the standard is gradually raised according as fresh cram-books and examination papers make the subject easier got up in a superficial way.

and in Madras.

In Madras, University Examinations are not so likely to suffer from the vagaries of individual examiners or the interference of the Senate, as from a sort of stagnation among the examiners themselves. This may be remedied by the careful selection of examiners, and by a system of rotation by which the older men make way for the younger after a certain number of years. The chief things to be guarded against is the natural tendency for a Board to get into a rut, owing to the preponderance of the influence of any one school of teaching. The evil is increased if that particular school should be inclined to keep the standard low, and if it should remain long in power, It is therefore of the utmost importance that Boards of Examiners should be really representative, and this can only be done by preventing any one college having more than one examinership on any definite Board, if thereby an equally competent man of another college is excluded from that Board, and the other school

of teaching left unrepresented. This is a very real danger; for the preponderance of one college on a Board of Examiners means the preponderance of certain methods of thought and certain ways of teaching, and may be a very serious evil to learning generally. It is not a matter of perquisites, for examining is very thankless drudgery which few men of means would willingly undertake, it is a matter of principle, of fair-play and sound learning, and is of vital importance to university teaching. It is still worse, if this preponderance is secured by the retention on the Board of some old gentleman who has been examining decade after decade with scarcely a break, and who still retains his seat and thereby keeps out younger men who are quite as fit for the work as himself. Surely the older men must in honour bound, and in the interests of the University, make way for younger occasionally, or incur the suspicion of self-interest. Now we believe there is a certain Board of Examiners in Madras University on which this cap fits. We do not wish to particularise either the Board or the elderly Examiner we refer to; our readers will find both in the University Calendar. We do not wish to say a word against this gentleman as a man; we have indeed a high respect for him: but as an Examiner,—well, we should like a change. It is time he retired.

THE RELIGIOUS DIFFICULTY IN INDIA.

By Rev. J. H. Sharrock, M.A.

At the Educational Conference recently held in Madras neither the reader of the paper on 'Compulsory Education' nor the subsequent speakers seem to have estimated at anything like its full value what is known as the Religious Difficulty. All who are acquainted with the education of the masses in England know how acutely that difficulty is felt there, and what a fierce battle is, and has been waged, specially since 1870, between Board and Voluntary Schools. It is assumed that, because the Government of India is neutral in religious matters, that difficulty will not be experienced in India. A closer examination of the subject, however, will reveal

the fact that though the religions difficulty assumes a different shape in India, it is just as real a difficulty as, if not more than, that in England. Here for Board *versus* Voluntary Schools we have Municipal. District and Taluq Board Schools *versus* Mission Schools. Government, through its educational officers, gives grants irrespective of religion to all classes of recognized schools, but only in this respect does there exist no religious difficulty. In other respects the difficulty is greater here than in England. In the latter country where Boards are elected it very often happens that the majority are Churchmen who are as anxious to give a complete religious education as any manager of a Voluntary School can be. In India, however, we have no separate Educational Boards, but Municipal, District and Taluq Boards whose duties extend to many other matters besides education. Education may in fact be quite an unimportant element in the Board's programme, and the majority of the members may think far more of roads, sanitation and hospitals than of instructing the young. But, be that as it may, we are brought face to face with another important fact, namely that in almost every Board or Council an overwhelming majority of the members are in favour of Hinduism or Islam as against Christianity. It may be urged at the outset that neither Hinduism nor Islam are taught in any Taluq, Board or Municipal Schools. Quite true; but that does not greatly alter the problem. No Hindu asks to have his son taught the tenets of Hinduism; that is done, as far as it is done at all, in the home, the bazaar, and the temple. Hinduism is in possession—overpowering possession—of the land and it only requires to be left alone. But every Hindu member of the Municipal Council or the Taluq Boards, is (with the rarest exceptions) actuated with the firm idea that his religion must be maintained at all costs, and that Christian Schools—corresponding with the Church's Voluntary Schools in England—must be starved and checked as much as possible. Money may be spent with a free hand on its own schools, the *prestige* of Government Schools must be attached to them and everything must be done, as far as it legitimately can be done, to supplant Mission Schools. No Englishman can sit long on one of these Boards without discovering that this is no exaggerated picture. There is no wish to attach any unfairness in this respect to any one, it is strong human nature; but do not let any one deceive himself

making light of the religious difficulty in India. It is a difficulty so great, so far-reaching, and if roused, so intense, that the boldest reformer of our educational system will find that he has got a hard nut to crack. The difficulty is none the less real because it lies below the surface. It is none the less serious because it goes by a different name. Outwardly the opposition lies between schools under Boards *versus* those under private management, and numbers of the latter are of course in the hands of Hindus and not of Christians. It would probably be found that most Taluq Boards spend about three times the amount on the few schools under their own management, that they do on all the private schools in the Taluq put together. Cases are not unknown in which actual unfairness is resorted to. Board Schools are opened where private agency is sufficient, and children are openly taken from the private (*i.e.* Mission) school to the Board School. This is, of course, opposed to the avowed policy of Government, as may be seen from the following passages taken from the Report of the Educational Commission :—

680. (6) Recommendations on the External Relations of the Department.

10. "That whilst existing State institutions of the higher order "should be maintained in complete efficiency wherever they are "necessary, the improvement and extension of institutions under "private management be the principal care of the Department."

20 "That the further extension of female education be pre-"ferentially promoted by affording liberal aid and encouragement "to managers who show their personal interest in the work, and "only when such agency is not available by the establishment of "schools under the management of the Department or of Local or "Municipal Boards."

24. "That when Local and Municipal Boards have the charge "of aiding schools, (1) their powers and duties be clearly de-"fined; (2) that it be declared to be an important part of their duty "to make provision for the primary education of the children of "the poor; (3) that precautions be taken to secure that any assign-"ment to them from public funds for purposes of education be "impartially administered; (4) that an appeal against any refusal "of aid lie to the Department".

A careful perusal of the policy of the Government laid down in these Recommendations, and the Rules of the Educational Department in which that policy is embodied shows that religious neutrality is strictly observed. The question that arises is: Does the practice correspond with the theory? The object of Government is plain, and may be put in a nutshell. Government finds it is to its own advantage to make a bargain with private managers. It says in fact 'Give so much secular instruction, and we will give so much money as grant-in-aid.' Moreover, if you will do our secular work for us, we will withdraw our own schools, for we have nothing to do with religious aims. As far as religion is concerned we shall neither help you nor thwart you'. But how far is this policy carried out by Boards and the lower grade of Educational Officers? Take (*e.g.*) these figures from a Taluq Board Budget for 1898-99.

Grant to Board Schools	Rs.	7,820	0	0
,, all the Private Schools in the Taluq.	,,	2,300	0	0

or look again at the building grants for all the District Boards in the Presidency [General Local Fund Review (1894-95.)]

Board Schools	Rs.	32,500	0	0
All Private Schools	,,	568	0	0

Figures like these, are startling enough, and show as clear as day how the Government Policy works practically. As the working of the Rules of the Educational Department falls more and more into the hands of Hindus, and as the majority of the members of Boards and Councils are Hindus, it follows that what is practically the religious difficulty is already acutely felt, and will be more and more so as time goes on. Such figures cannot long stand unchallenged.

Now let the advocates of Compulsory Education ask themselves what would happen if all children, boys and girls, were compelled to attend the nearest schools. Such a measure must come, and soon *ought* to come in Municipal areas; but let not any one fancy the task will be an easy one. Just the reverse. The first and chief difficulty will be the religious one. Parents will have to send their girls to school, and many of them will object on caste and religious grounds. The Boards will seize more and more public money for their own schools. Some will demand a con-

science, clause, and the Missionaries will reply that Government has nothing to do with religion provided that the secular lessons are properly taught. The pressure on Mission Schools will increase. Government cannot afford to dispense with these schools, or break its bargain of neutrality with them. The Missionaries would at once renounce Government aid if called on to give up their principles. Again, all castes would have to be admitted, and all pupils treated alike, and this would be found a very great difficulty. Others, again, are beginning to see that the neutrality, such as we have, is carried too far. This is the opinion, for instance, of Dr. Martin, Director of Public Instruction, Calcutta. Youths are growing up with no fear of God or man before their eyes. The Hindu sanctions are losing their restraining influence and Government gives nothing in their place. This is a very serious political problem. In our Hospitals we give the best English treatment and medicines, though the natives may prefer their own quacks. Yet Government says you must take what we offer or nothing at all. May it not say the same in religion ? Here are the elements of a very far-reaching religious difficulty. With compulsory education and compulsory religious instruction of some sort, both of which must come sooner or later, we shall be face to face with a very large problem indeed. No solution of these problems is now offered or even suggested. Let it suffice for the present to make good the point that the religious difficulty, so far from being a *quantité négligeable* in India, is one of such vast importance, and of such enormous proportions, that the very boldest of our statesmen may well shrink from tackling it.

THE PUNJAB UNIVERSITY CONVOCATION ADDRESS.

BY HIS HONOR THE LIEUTENANT-GOVERNOR, SIR MACKWORTH YOUNG.

Mr. Vice-Chancellor and Gentlemen of the Senate :—The statutes of the Punjab University do not prescribe, as in the case of some of the older Universities that an address shall be delivered at the meeting of the Senate for the purpose of conferring degrees ; nor, with the exception of the few academical utterances with which the public orator introduces those whom the University delights to honour, is the practice usual, so

far as I am aware, in the great and ancient seats of learning in the West. But in the case of our Indian Universities, and especially of one which has been so recently called into existence as that under whose rapidly spreading shade we are gathered to-day, there are excellent reasons for observing it. What those reasons are I shall hope to make clear in the remarks which I am about to offer for your consideration. But first I ask leave to allude briefly to two personal matters. One is that, in accordance with the miserable rotation which, though generally beneficial, sometimes deprives India of its ripest and most capable administrators just when their experience would be of the greatest value, we have to contemplate the loss of our Vice-Chancellor at, I grieve to say, no great distance of time. Gentlemen, Sir Charles Roe is an instance of that indomitable resolution which is evolved from a high standard of duty. With all the burdens attaching to his important judicial office, burdens immensely enhanced by the hopelessness of the struggle to keep abreast of the ever increasing stream of work, he accepted the office of Vice-Chancellor in addition, because he realised that a public duty lay upon him; and I know that I shall be truly representing the feeling of our late Chancellor, as well as of this Convocation, when I say that for this willing yet onerous service he has deserved and has fully gained the gratitude of the Punjab University.

A. PERSONAL MATTER.

The other personal matter is one which concerns myself. The Legislature has ordained that the office of Chancellor of this University should be held by the Lieutenant-Governor of the Province, so it is not in virtue of a selection based on academical distinction that I appear before you to-day for the first time as your Chancellor. I am, moreover, conscious of deficiency in those qualifiations which enable men to set their mark on the page of educational development. I can but claim a long service in this Province, and a hearty desire for the welfare of its inhabitants; and I feel deeply the responsibility of dealing with questions intimately affecting the true progress of the University in the Punjab, and of speaking to those upon whom all eyes are to-day turned as the exponents of that life to the masses around them. This, however, is the duty to which I now propose, with your permission, to address myself. The report which has been read shows that there is no diminution of the strong desire of all classes for high education. And if the results of the examinations for degrees since the foundation of the Univesity be referred to, they show a rate of progress which is indeed almost startling. For three consecutive periods of five years each the number of degrees in Arts, omitting candidates from Native States and from

beyond the Province, has been 101, 196, and 562. This development has been confined to the English side of the University course.

THE ORIENTAL COLLEGE.

The Oriental degrees for the same three periods have been 14, 21, and 15, and the students for an Oriental degree are now so few that it would not be surprising if the general classes of the Oriental College were in the course of a few years to die of pure atrophy. This does not by any means signify that the study of Oriental languages in the Punjab no longer finds favour with our alumni, but it does signify an important fact which it is impossible that we should ignore. It means that the diffusion of European science through the medium of the vernacular languages of the Province, which is one of the special objects for the promotion of which the University was constituted, has practically not commenced, while through the medium of the English language knowledge is being multiplied. I am not entering the regions of controversy, for which the able expositions of Sir Charles Aitchison leave little room. I am merely pointing out a plain fact—and I do not see how it is possible to avoid the conclusion, that either the people of the Punjab are determined to acquire the enlightenment of the West through the medium of the English language, or that the University is failing to provide the means for carrying out one of its foremost objects. Last year Dr. Sime, of whose capable, judicious, and impartial administration of the Educational Department I feel that I cannot speak too highly, drew the attention of Sir Dennis Fitzpatrick to the state of affairs, and suggested, not that the object above mentioned should be relinquished, as that would be contrary to the charter, but that the expense of maintaining a Degree Department in connection with the Oriental College was excessive with reference to the numbers who entered it, and that if it were to be maintained, measures should be taken for developing the improvement and extension of vernacular literature, which is equally one of the principal objects of the University, and without which it would be impossible to hope for any progress in the direction of the diffusion of Western science through

THE MEDIUM OF THE VERNACULAR.

I confess that this position seems to me unassailable, and I am glad to learn that Dr. Sime's suggestion for the preparation of text-books is bearing fruit. For the rest, it is unnecessary and undesirable to precipitate matters. All that is necessary is that the University should be true to its principles, and should supply the needs of the population. What those principles are have been fully set forth in Sir Charles

Aitchison's resolutions and his address to Convocation in 1887, and for a further treatise on the same subject I may refer to Mr. Baden-Powell's valuable address in 1884. Whether a demand will ever arise for the acquisition of Western knowledge through the medium of the Vernacular time only can show. At present it looks as if the generation would not tolerate the interposition of translations but were bent upon receiving fresh from the minds of the authors those discoveries in the various realms of knowledge which have made this century, so soon to close, a "sæculum mirabile." It may be said that this is the fault of the Government and of the University, and that we ought to have checked this rush after knowledge in a foreign tongue. But on the whole I am inclined to think that the task is beyond the capabilities of Government or of the University, and that just as the classical student who seeks to be imbued with the spirit of ancient lore will go to the fountain head and bring his mind into contact with the ancient authors by mastering Greek or Hebrew or Sanscrit or Arabic, so those who are fired with the desire for acquiring modern Western knowledge will insist upon receiving that knowledge at first hand and will refuse to sit still till it comes to them marred with the obliquities incidental to translation. However this may be, this University is pledged to make the attempt to communicate by means of translations the treasures of knowledge to be found in Western literature. To allow these translations to be made orally by teachers without the aid of a literature, will be to court disaster. You will have no standard of comparison, no consistency of teaching, no width of study. It is for this reason that in immediate proximity to the object of promoting the diffusion of European science as enunciated both in the preamble to the Act of Incorporation and in the Statutes of the University, the improvement and extension of Vernacular literature is insisted upon, and until greater activity is shown in the latter, the attainment of the former must remain in abeyance. I am not speaking merely of text-books. There is a crying need for wholesome literature of a general character, which may tend to satisfy the craving of lovers of truth. Some laudable efforts have been made by individuals. I may mention the translations of some of the Rulers of India series by Lala Kunj Behari Thapar. If a flood of such literature could be poured over the face of the Province of one quarter of the volume of the appalling trash that one sees notified under the head of Vernacular publications in the *Gazette*, the study of Western knowledge through the medium of the Vernacular whold be less of an *ignis fatuus* than it has hitherto been. I commend these thoughts to the graduates of this University. The somewhat laborious task of translating standard English

books may be found a worthy occupation for our best scholars, while the process will render them more intimately acquainted with the minds of the authors, they will have the satisfaction of feeling that they are channels of communication of high ideals to their fellow-countrymen, a sort of *khidmat* which is indeed unostentatious but of the greatest possible value.

THE FUTURE OF HIGH EDUCATION.

To return to the Degrees in Arts. Several questions naturally arise to all thoughtful minds—what is this to lead to? At the rate of progress at which our B. A's. are being multiplied, we shall soon count our graduates by thousands. And what is to become of them? "How are we to find bread for all this multitude to eat?" as was asked of old by the fishers of Galilee. Is the education they have received such as to fit them for the battle of life, or are we creating a Frankenstein's monster, whose inperious and distorted demands will cause us to shrink from the work of our hands and realise that we have made a gigantic mistake? These are not imaginary questions. They are constantly being asked, and they are answered differently, and never without some misgiving. Some hold the opinion that we are doing nothing but harm; that we are sending out into the world large numbers of half-educated persons who have no stomach for real honest work, who, if they fail to get Government employ, will have no resource left and will eat their hearts in bitterness and degenerate into querulous and, perhaps, disloyal members of the community. Others say that our educational system is removing the ancient landmarks and restraints which belong to systems of religion and social observance, that the respect for age is dying out, and deterioration of manners and morals has set in. I shall not deal in detail with these charges. They were ably met in Sir Charles Roe's address to Convocation in 1895. I merely propose to make two reflections in respect to this matter. The first is that, whatever may be said of the policy of the British Government in its administration of its Indian possessions, it never can be denied that in educational matters it has followed a policy beneficent as well as disinterested. It has opened the treasures of knowledge to all comers; it has laboured, at first painfully, (and even now as regards female education it is an uphill work), to furnish the people of this country with the means of increasing their stores of information and consequently their wealth and their happiness; it has put into their hands weapons which may be used against itself, but this has been done knowingly, and no such consideration will ever deter it from pursuing its magnanimous course. It has gone further, and has committed to Universities

where the views of the people themselves may find expression, the task of developing and directing the course of study within certain broad limits; it has granted freedom of speech and liberty of action, regardless of the fact that both may be abused to its own detriment, and has thus reposed in its subjects a confidence which should engender some feelings of gratitude in their breasts. But whether India proves grateful to England for the enlightenment she has received at her hands or no, one thing is certain, that no other policy but that of freely extending to her what she has to give will ever find favour with England or her representatives in this country. There are some accompaniments of a high civilisation which a Government, however benevolent, may well hesitate in bestowing until they can be duly appreciated, or until their effect is sure to be beneficial. But the diffusion of wholesome and pure knowledge is regarded by the British Government and always will be so regarded, as one of its clear duties to India, and it can view with satisfaction the rapid increase of those who year by year attain to proficiency in their academical studies.

A TIME OF TRANSITION.

The other reflection is that we must not expect in the initial or experimental or transitional stage to be able rightly to appreciate the import of educational advance in this country. Fifty years ago education was carried on almost entirely on traditional lines. The courtier's son was a courtier, and it was sufficient for him to master a few elegant phrases. The son of a Minister looked for nothing but to succeed to his father's office. The soldier and the landholder, possibly even the *kaida*, were unlettered. There was scarcely such a thing as general education. Such education as existed was elementary and, so to speak, sectarian. The *hakim* and the *baid* had their own traditional knowledge and the maulvi and the pandit the study of their sacred works, but the idea of applying an education in general knowledge to the common occupations in life was non-existent. Science was divorced from practice, intellectual thought from experimental knowledge. The Eastern and Western idea of education was totally distinct. Modern science claims to be the handmaid of man in all his avocations. If admittted into his sphere of duties, whatever they may be, she will render them lighter, more interesting, more profitable She will be both mistress and servant, she will teach and she will obey. But claiming as she does to be absolutely truthful, nay truth itself, she cannot join hands with methods however venerable from long use or antiquity, which are mixed with error and prejudice. In the traditional systems which prevail in this country, these qualities are common, hence the adap-

tation of modern science to their sphere is not readily effected. This, I think, explains partly the common complaint that the education afforded in our schools and colleges does not seem to fit our students for every-day life in the home, in the field, in the shop. They go forth equipped with newly developed faculties, and they find a limited field for their employment. A transitional process is needed before they apply these faculties to the conditions of common life, and this obstacle results in their taking the line of least resistance, in seeking employment where the principles which they have imbibed may find scope in employment without any process of adaptation. Such employment was at first only to be found in Government service. And so a habit has grown up of looking mainly to that service as the goal of a college career. But it has been the constant care of Government and of this University to provide teaching of a kind which will fit our students for other lines, and our law, medical and engineering classes now send out men to occupy the ranks in those departments of life. The number of passes in the Bachelor of Laws Examination this year, 23, is by far the highest yet recorded, while during the last five years the attendance at the Law School has increased from 85 to 433. The Entrance Examination in Science was held for the first time, though none passed. The regulations for the Examinations in Medicine were revised, including the substitution of the Intermediate for the Entrance Examination as the preliminary qualification for admission to medical studies; and yet candidates have to be refused for want of accommodation. And I cannot refrain from noticing a development which, though at first sight it seems to be beyond the sphere of interests with which the University is mainly concerned, is of the greatest importance in fitting young men for work of almost every kind. I allude to the culture of athletics.

IMPORTANCE OF ATHLETICS.

There is, I think, a tendency in Oriental countries to turn boys into men too soon. This is one of the results of neglecting the education of the young. The capabilities of boyhood are not sufficiently considered. It is less trouble and less expense to let them take their place among their elders, and the precociousness of Orientals facilitates the process. Now I have great faith in the idea of letting boys be boys, and especially in the matter of their recreations. And school games and sports have a wonderful effect in producing an *esprit de corps*, a wholesome rivalry, a standard of honour, the cultivation of good temper, of hardihood, of courage, and even of unselfishness. I view, therefore, with extreme interest and pleasure the extraordinary zest which has of late years been manifested in the playground and the gymnasium.

The movement has culminated in the inauguration of the University Sports Tournament, whereby the colleges working in connection with the University are brought together in friendly competition. We have lately seen how a native of India can attain the highest proficiency in the English game of cricket, and the cordiality with which Ranjitsinhji's triumphs have been greeted in the West and Australia shows what a vehicle of good feeling and fellowship such manly sports may become between the races and creeds of India. In referring to the events of the year, I must not omit to mention the fact that the Punjab University has not been behind other public bodies in coming forward to give expression to its feelings of devotion for the person of Her Most Gracious Majesty the Queen-Empress on the completion of sixty years of her beneficent reign. And now I come to that part of my task which I feel to be at once the most pleasant and the most responsible. I have to congratulate you, Graduates of the Punjab University, for the honours you have obtained, and in accordance with practice to address a few words of advice to you. Some of you have reached the goal of your studies. You have completed your University course of obtaining a Master's Degree. Having previously taken a Bachelor's Degree you elected to devote yourselves to the special study or studies of which you have a competent knowledge. Some of you have attained to a Bachelor's degree in the Faculty of Law and a few in that of Medicine, but the majority of you are now enrolled as Bachelor Graduates of this University in the Arts Faculty. These honours have not been won without much toil and perseverance. You have had experience of what self-denial means. You have learnt something of the value of time and of the treasures of knowledge, and you are entitled to the feeling of satisfaction which no doubt filled your breasts today when, in view of this assembled multitude you received the visible token of the University's approval. I heartily wish you joy of this eventful close of one chapter of your lives and beginning of another.

DUTY OF GRADUATES.

But it is my duty at the same time to remind you that the University attaches responsibilities to the status to which you have been admitted. In the course of the impressive ceremony which has been performed in the presence of so many witnesses, you have made three promises, and I hope none of you have done this without realising the solemnity of these promises. You have deliberately made them as a condition of the degrees conferred upon you. If there is such a thing as good faith, you are bound to keep them. They relate to three aspects of your future life; and I wish to say a few words about each of them,

You have promised, in the first place, that you will in your daily life and conversation conduct yourselves as becomes members of the University. This promise clearly relates to your personal behaviour. The body to which you now belong is an august one. You must not disgrace it. You have been adopted by an *alma mater*. See that you have a tender regard for her fair fame. Let it not be said of you that your success has puffed you up, or made you less respectful to your parents or less loyal citizens. If you have during your studies realised how vast are the spheres of knowledge which lie beyond your intellectual horizon; that you have but picked up a few pebbles on the limitless shores of science, you will take your success modestly; your attitude will be that of humble votaries at a sacred shrine; your thoughts will be more occupied with the extent of your ignorance than of your knowledge, and you will hesitate to generalise, upon the limited information you possess, on the great problems of life. I do not say that this attitude is the sole or the most important safeguard against reprehensible conduct. The sanctions of religion will always be the standard; most effectual preservatives of a high morality. Whatever may be your creed, it will be true of you that " the fear of the Lord is the beginning of wisdom"; but modesty and reverence are by themselves of inestimable value—cultivate them. Consider how much there is that you do not know; how many men are more learned, and better than you are. Approach great subjects with awe; be slow to criticise your superiors and betters; win the esteem of others and refrain from heralding your own praises; follow on in your search after truth with careful humble steps, and this part of your pledge will be redeemed, you will be worthy members of this University.

THE ENFRANCHISEMENT OF WOMEN.

Your second promise is that you will, to the utmost of your opportunity and ability, support and promote the cause of morality and sound learning. Hereby you undertake duties towards others. You have received teaching, and it is the design of the University that you should employ your knowledge in the service of your fellow-creatures. Have you hitherto regarded your degrees as entitling you to consideration, to reward, to a rapid rise in life? There is yet a higher aspiration, a nobler object, which the University sets before you. The motto of the heir to the British throne is " I serve." You are invited to live for the good of others, to serve your fellow-creatures. Have you had your eyes opened to the ignorance which envelopes large masses of the people? Then remember that you are members of an institution which has been constituted to dispel this ignorance, and that you are invited to take part

in its work. Have you tasted the delights of intellectual enjoyment and of exploring the wonders of science and of nature? Let it be your aim to excite in others a thirst for knowledge, and do what you can to supply it. I have already pointed out one way in which you may do this, by translating standard works and wholesome literature of all kinds into the vernacular, and I shall be glad if any words of mine tend to stimulate such effort. Another method is by espousing the cause of female education in this Province. I know not by what agency this can be fostered so well as by the educated men of the country. It is you, who have access to the homes and family circles, who are in a position to remove the misapprehensions and disarm the opposition of those who hesitate about the elevation of women in this country. I commend to you, gentlemen, as a cause worthy of your best efforts, the gradual enfranchisement of womankind and her restitution to that high position of which your own ancient traditions afford some bright examples, and without which your own enlightenment is but a one-sided affair. But, whatever objects you set before yourselves, if you would do any good in the world, do not neglect self-culture. You have laid a good foundation, proceed to build upon it. You have studied a little; be students all your lives. Explore the minds of the great and good men who have lived in history and literature. Make their experience your own, and think out the great problems of existence by their aid. You may in this process encounter difficulties and perplexities, but if you follow after truth you need not be dismayed. Nothing will live, nothing will serve the needs of man but truth. Follow her fearlessly, and she will fill your minds with pure enjoyment, and your intellectual being will be the fulfilment of your early promise as graduates of this University.

DISLOYALTY AND RACE ANTIPATHIES.

The third promise you have made, like the second, relates to your duty towards your fellow-creatures; it is that you will, as far as in you lies, uphold and advance social order and the well-being of your fellow-men. But this is the special function of the Government, and you are virtually pledged to associate yourselves with the Government of the country in these objects. It has been said that the effect of high education in India is to create disloyalty. But I am convinced that if there is truth in this charge, it is true only of the few and of those who have been soured by disappointment—and this disappointment results from forming wrong ideas of the purposes and results of education. The student who blames the Government because he does not pass an examination, or, having passed an examination, does not obtain an appointment is, I hope and believe, not a very common development. And I

hope that the tendency to carp at the decisions of examiners, of which there have lately been some instances, is not on the increase. Every effort is made by the University to secure experienced examiners and to prevent fluctuations in the standard, and it is impossible to permit students to be judges in their own cause and sit in judgment on their examiners. But this is by the way. I assume that you, gentlemen, who have in some measure imbibed Western ideas, who have been imbued with our literature and philosophy, recognise the blessings of British rule, and are prepared to give your loyal support to the Government. There are ways in which you can do this. This country is undergoing a process of transformation. The measures of reform which have from time to time been introduced by the Government are not always appreciated at once by the ignorant, and they are very frequently misinterpreted by the ill-disposed. You stand in a position which enables you to explain the objects of such measures, and correct misapprehensions regarding them. With that liberality which the Chancellor of a sister University has called audacious, the British Government has granted to this country a free press, and as you know, this generous gift has not infrequently, and particularly of late, been much abused. I appeal to you as faithful subjects to do something to stem the tide of disloyal writing which pervades a certain class of public prints. There is also a tendency in the present day to revive race antipathies, to set class against class and creed against creed. See that you keep clear of such strifes, which ill become men of letters. Labour not only for progress but for peace.

CONCLUSION.

I have been addressing those who have succeeded in attaining the object of their ambition, and who have special responsibilities as graduates of the University. But I cannot close without a few words to the unsuccessful. To those of you who have done your best and have failed, I would say, do not be unduly cast down. You may have deserved success, though you have not attained it. And in any case defeat is not necessarily an evil. Tennyson says:—

"... Men may rise on stepping stones
"Of their dead selves to higher things".

There is no discipline like adversity, and he who rises superior to failure achieves the greatest success of all. Life is still before you with its infinite possibilities. Make the most of it. Find out what is your duty and do it like men; and though not entitled to write after your names the magic letters which represent a University degree, you will win degrees in the great school of life which will amply

compensate you for all your toil and dissappointment, and honours on the roll of fame more lasting than those recorded in the University Calendar.

THE TEACHING OF SCIENCE.*

In strongly recommending to you the Syllabus which has been drawn up by a committee of the Incorporated Association of Head-masters as a very satisfactory and rational scheme of work on elementary science, I would at the outset call your very special attention to the paragraph which says :—

"It is not intended that the teaching should be limited, either to the experiments here given, or to the order in which the different subjects are stated. It is hoped that these experiments will be sufficient to indicate the lines on which the teaching should be based, and to assist the teacher in inventing others."

It would be a great misfortune if the teaching became in any way stereotyped, and of this there is always a danger in following a fairly detailed syllabus. There are splendid opportunities—opportunities of which many workers on these lines have already availed themselves—for continual research on the part of the teacher in devising other simple and ingenious experiments in illustration of the various points. The great object throughout the course is to let the pupil as far as possible find out things for himself, make his own observations, and draw his own conclusions, following on from step to step in a logical order.

The child as far as possible is to become a discoverer, he is to have what Pestalozzi called "the sacred right of discovery." We all know what a delight it is to a child to discover how to do things, and what an intense fascination there is in working out problems. The boy to whom the learning of definitions and rules is intolerably irksome, becomes interested at once directly there is something to work out, something to discover, using these definitions and rules as data. Do not we all remember how we slaved away at the propositions of Euclid, longing for the end of the lesson, but how we would willingly stay up half the night trying to work out an interesting problem on them? One of the most powerful arguments in favour of this method

* *From a Lecture delivered by Dr. Kimmins at the Winter Meeting for Teachers at the College of Preceptors*

of science teaching is, that under proper conditions the teachers can awaken the greatest interest in the pupil by its means, and this interest should be maintained at all costs. Without it the best teaching is of little avail. The child must do its own part, you cannot do it for him. Teaching a child who is uninterested is like forcing food down the throat of an invalid who has no appetite. The food will do no good because there will not be the necessary flow of secretions and other adjuncts to the successful carrying on of the digestive processes. This simile may be carried still further. In the of case people suffering from chronic dyspepsia there are certain preparations equivalent to the digestive secretions which are added to the food in order to digest, or partly digest, it outside the body, and these people are kept alive who otherwise would, and probably ought to, die. The result is, however, that if these processes are carried on for any length of time the secreting glands, having no work to do, atrophy and become functionless. It is just the same in educational processes; the child must digest the food himself, it must not be digested for him by the teacher. As sure as you nourish your children on peptonised information the powers which ought to be developed and strengthed will degenerate and become functionless, the child will lose all power of originating, all power of thinking for himself. He will become an automaton instead of a living organism.

Of course it would be foolish for me to dogmatise as to how much help you should give your children. It depends upon the part of the subject, the amount of time you can get a week for practical work, the nature of your equipment, and many other things. All I ask of you is to let the child do as much as possible for himself; you want to make him intelligent, capable, and resourceful, and this can only be done by suitable mental training. This point is very well put by Froebel in speaking of the training of young children. He says:

"Do not send it way ungently, do not drive it from you; be not impatient of its questions, its continual questioning: with every cross repelling word you destroy a bud, a shoot of its life-tree. But do not answer in words where it can answer itself without your word. As soon as, and as far as, they have strength and experience, give them the conditions of the question, and let them make out the answer from their own knowledge."

Of course, to carry out this effectively you must have small classes. With large classes it is such a terrible temptation to give the information instead of putting the child in the way of getting it for himself—it is so much less trouble.

To my mind one of the most valuable elements in courses of instruction such as that we are considering is that there are such excellent opportunities of developing habits of accuracy. A great improvement has taken place in the manufacture of balances of recent years, and it is possible now to get a very good instrument weighing accurately to the second place of decimals, for thirty-five or forty shillings, and good boxes of reliable weights for about seven or eight shillings. It is of the utmost importance that a child should have a great respect—I might almost say an affection— for the balance he uses. In so many cases in the physical part of the elementary science course the child cannot get satisfactory results unless he has a good balance. In several of the exercises careful measurements are made, the body is then weighed, and an accurate result cannot be obtained unless both parts of the operation are free from error, and it is no encouragement whatever for a child to do his part carefully if it is to be vitiated by any fault in the instrument he uses. I would strongly urge that good, serviceable, accurate balances should be used from the start—balances which will weigh to the second place of decimals. It has always been my experience that where children are using imperfect instruments there is a great tendency for them to become slovenly in their work.

Closely connected with this comes the question of note-books—and here let me say that it is very little use for the children to keep laboratory note-books at all unless great care is taken with them and they are carefully examined by the teacher, not long after the experiments have been performed, as is usually the case, but while the experiments are fresh in the mind of the child and when the teacher has an opportunity of discussing the subject with him. Note-books should not be corrected by the teacher out of school hours, when he is tired out, but a definite time should be put in the time-table for this very important branch of his work. This course of procedure is being introduced into some of the London schools, to the great advantage of teacher and child.

One of the recommendations of the Technical Education Board Committee on the Teaching of Chemistry in Schools was that "attention should be paid to the style of the daily record of work, so that it may serve as an education in handwriting, grammar, and English composition." This is a very important recommendation, but drawing might very well have been included.

It is of great importance that a boy should be able to observe accurately: it is of still greater importance that he should be able to describe accurately what he observes. Practice in recording observations in a clear, concise manner is of very great value, and if marks are to be given

—I see no reason why they should not—for the keeping of laboratory note-books, this point should receive special consideration.

Then, again, attention should be given to the illustrations in note-books, the neat, trustworthy sketches of apparatus, the mapping out of curves, and of course the record should be well and legibly written. I think you will agree with me that in some of the note-books, which I shall place about this room for the inspection of teachers, these points have been carefully attended to, with very excellent results. To my mind the laboratory note-books should be a powerful weapon with which to induce the Headmaster to give more time for the study of this kind of work. If he sees that the children are not only doing work of great educational value, as far as mental training is concerned, but that they are also receiving instruction in handwriting, drawing, composition, and practical mathematics, I do not think he will hesitate in giving it even a more prominent position than it holds at present.

Education.

THE LONDON UNIVERSITY QUESTION.

A large deputation waited on the Lord President at the Privy Council Office on the 24th January. The deputation was introduced by the Vice-Chancellor of the University of London (Sir H. E. Roscoe), and included Professor Michael Foster (representing science), the President of the Royal College of Physicians (Sir Samuel Wilks), the President of the Royal College of Surgeons (Sir William MacCormac), Dr Frederick Taylor (Chairman of the delegates of medical schools), Lord Reay, Principal Rendall (of Liverpool University College, Dr. Crosby (City Corporation), Mr. Sidney Webb (Chairman of the Technical Education Committee of the London County Council), Mr. Ralph Palmer (City Guilds), Mr. Warren (President of Magdalen) Sir Wolfe Barry (President of the Institute of Civil Engineers), Mr. Cozens-Hardy, Q.C., M.P. (Chairman of the General Council of the Bar), Sir A. Rollit, M.P., Sir Joshua Fitch, Mr. Anstey, Q.C., Mr. Haldane, Q C., M.P. Mr. Frank Heath (Assistant Registrar of the University of London), and others.

The following, among others, wrote expressing their regret at being unable to attend and their sympathy with the objects of the deputa-

tion:—The Bishop of Bristol, Professor Henry Sidgwick, Principal Heath, of Mason College, Birmingham; Principal Bodington, of Yorkshire College, Leeds; Bishop Barry, Sir William Flower, Sir John Evans, Professor G. G. Ramsay, Professor Bayley Balfour, Professor Dewar, Professor Macalister and Professor Oliver Lodge.

The Duke of Devonshire was accompanied by Sir Charles Peel and Mr. Almeric FitzRoy.

Sir R. Roscoe said that in the absence of the Chancellor, Lord Herschell, it was his duty to introduce the deputation, which represented not only the University, but a large number of other bodies. The Senate which he represented had expressed a strong and unanimous opinion in favour of reconstituting the University on teaching lines, and Convocation had expressed the same view. The Senate was convinced of the great importance of bringing teachers and taught into connection with the University authorities. In order efficiently to carry out the examinations the Senate had recently felt obliged to call teachers into conference. The proposed reorganisation would enable the Senate to keep in constant and not merely intermittent touch with teachers. They believed that the examinations would lose nothing, but rather gain by the new system. The delay had been prejudicial to the cause of education, and they were convinced the time for action had come. The teaching bodies already unofficially connected with the University were represented in the deputation. Among the sympathetic absentees were Professor Jebb, M.P.; who wrote expressing his hope that the Bill would pass; Mr. Bryce, M.P. the Bishop of Bristol; Professor Ramsay, of Glasgow; Principal Bodington, Vice-Chancellor of the Victoria University; Profesor Henry Sidgwick, all of whom wrote to the like effect. Professor Michael Foster in the sbsence of Lord Lister, President of the Royal Society, represented science. It had been suggested by the Lord Chief Justice the other day that the great faculty of law should form part of the new organisation.

Lord Reay, as a member of the Cowper Commission, expressed regret at the delay, Experts were unanimous in favour of the main recommendations of that Commission. The delay had been cruelly injurious to the teaching of science. The British Museum, the Natural History Museum, and other noble collections were lying practically unused for teaching purposes. France since the war had spent enormously on higher education, and a council had recently been constituted which was composed of all the living Ministers of Education of all parties, to consider the best means of promoting higher training; and in technical education, particularly, strenuous efforts had been made.

Mr. Sidney Webb said the County Council was a large contributor to university teaching, and thought these contributions would be best administered by such a body as would arise under the Bill.

After hearing other members of the deputation,

The Duke of DEVONSHIRE replied. He said: Sir Henry Rescoe and gentlemen—I wish, in the first place, to express to you gentlemen my cordial thanks for the trouble which you have taken in coming here—many of you, I am afraid, at some inconvenience and at the sacrifice of some time which must be extremely valuable--for the purpose of repeating and confirming the representations which many of you have, in various other ways, already made as to your sense of the great importance of a reconstitution of the London University upon such lines and principles as will render it, not perhaps a teaching University of exactly the same character as the older Universities, but as an institution which will be recognised by all who are competent to form an opinion and all who hold a leading position in scientific knowledge as a real and genuine teaching University. The assistance which you have rendered to me in coming in such strength to repeat and confirm these representations will be very great. This deputation was not necessary so far as the Government was concerned, in order to convince them of the importance of the subject. The fact that the Government has already in two Sessions brought forward a Bill to give effect to the recommendations of the Cowper Commission has shown that they, at all events, have been convinced by that report of the necessity of such a measure. Neither was the deputation required in order to remove any political obstacles to the passing of such a measure. Politics, I am happy to say—political differences— have never entered into this question at all, and a great many members of the present Opposition are as fully committed to the principle of this Bill as the members of the Government themselves. The value of this deputation in my opinion consists in the support which it will give to me in urging upon my colleagues, and which it will give to them in urging upon Parliament, the importance which is attached to the question by almost the whole of those in any way connected with any of the teaching institutions of this great metropolis, and in urging upon them the expediency and the necessity of making such moderate provision of Parliamentary time as may be necessary to remove or overcome the small amount of opposition which still exists as regards the measure. I have, however, little doubt that the more fully I can convince my colleagues of your resolute and determined attitude upon this question, the smaller will be the actual sacrifice of Parliamentary time which will be demanded

from them. Much, gentlemen, as the delay which has occurred in dealing with this question is to be regretted, it has, I think, been accompanied by one compensating advantage. It is that the discussion and consideration which have been given to the subject during this period of delay have tended in the direction of removing almost the whole of the serious opposition which has ever been entertained to it. This delay has enabled certain concessions to be made by the advocates of the proposal and a compromise to be arrived at, which has, I believe, substantially removed, as I have said, any serious opposition which had to be encountered. The measure, as now proposed, cannot be regarded as a triumph of any section of opinion or of interests, but will be, I think, properly aud rightly regarded as a fair and just compromise of every shade of opinion upon the University question. Due regard has been paid to the strong and conscientious objections—I will not say whether well-founded objections or not—,which were felt by a certain number of gentlemen who undertook the defence of the character and reputation of the work which had already been performed by the existing London University, and the gentlemen who undertook the defence of what they considered to be the interests of external students, and those who undertook the defence of independent teaching and the rights of the Convocation of the University. I was particularly glad to hear the observations of the President of Magdalen, who gave full recognition of the value of the work already done by the University. Something fell from my friend Professor Michael Foster which might possibly be interpreted as disparaging any University work which could be performed by a University which was simply an examining board. But I do think that those gentlemen have been perfectly in the right who have maintained that a great work has already been done by the London University, and that any change in its constitution which would debar it or incapacitate it from continuing that work for the benefit of students who have not the advantage or opportunity of receiving their education in any institution, who must trust to private teaching and their own exertions for their education — anything which would interfere with that work would be greatly to be regretted. But I believe, in the opinion of those best qualified to judge—some of whom were represented to-day—there is nothing in the constitution now proposed for the future University which ought in any degree to incapacitate the University from continuing and pursuing that useful work. So far has the process of compromise and reconcilation of opinion been carried out, that I have heard that it is possible that the view may be urged that such general agreement has been arrived at that the appointment of a statu-

tory commission is no longer required, and that it would be in the power of the Senate of the University of London itself now to frame such a scheme and ask for the grant of such a charter as would carry out all the subjects desired without the interposition of Parliament or the appointment of a Royal Commission. That, perhaps, is a suggestion which has not come under the attention of gentlemen present. I observe that it has received no attention or observation to-day. I am not sufficiently acquainted with the details which will be necessary in order to carry out the report of the Cowper Commission to say whether such a suggestion is possible or not. But it would to some extent strengthen my hands in putting aside a course which may possibly be recommended with some plausibility if, before this deputation separates, I could receive the opinion of some gentlemen who are present. I am under the impression that, although upon vital points practical unanimity has to a great extent been arrived at, the details which would require to be elaborated are probably such that great obstacles would be found to arise in any course except that recommended by the Commission. I can only say, gentlemen, once more, that I thank you very much for having to so great an extent strengthened my hands in bringing this subject again to the attention of my colleagues. It has not been thought necesssary to enter into any details. One or two suggestions have been made, such as those of the gentleman who represented the City and Guilds of London Institute. I need not assure him that his suggestion and any others in matters of detail will receive my careful consideration if brought before me before the reintroduction of this Bill. I should like, however, to receive from Sir Henry Roscoe or any other gentleman present an expression of opinion that notwithstanding the progress made towards unanimity in this matter, the course recommended by the Commission—the appointment of a statutory commission to frame the future statutes and to reconstitute the University—is the only one to insure the scheme from further delay and perhaps ultimate failure.

Sir H. Roscoe said that the matter had not been formally brought before the Senate, but he should be expressing the view of his colleagues if he said that the question whether this reorganization was to take place by charter or, under the recommendation of the Cowper Commission, by a statutory commission had engaged their attention for many years, and that they had come to the conclusion that in consequence of the complexity of the question the difficulty of drawing up in black and white any statement in the form of a charter would be extremely great. The suggestion that the Senate might act under powers as a statutory commission had not been brought before them and he could say nothing

about it. But as between a new charter and a statutory commission the consensus of opinion was in favour of the commission rather than the charter.

Mr. Anstey, as a long-standing member of the Senate and a member of the Cowper Commission, thought that a statutory commission was absolutely essential. The matter had never been presented to the Senate, but the difficulties were insuperable in dealing with the details.

The Duke of Devonshire: I dare say I did not explain myself clearly. The suggestion which may still probably be made is that legislation has become unnecessary when the approach to unanimity is so nearly complete that everything which is required might be done by charter on the motion of the Senate, and not under statutory powers. London University under its existing charter possesses powers to alter its statutes and regulations subject to the approval of Convocation, and the suggestion which I understand might be made was that that course might be adopted with a reasonable prospect of success. I understand, however, that Mr. Anstey has expressed the unanimous, or almost unanimous, opinion of those present that that is not the case, and that nothing short of a body armed with statutory powers, such as the proposed Commission, would be sufficient.

Sir Joshua Fitch said the question had been amply discussed by the Royal Commission, and their deliverances were unanimous and unanswerable. The difficulty of submitting such a charter to a scattered body like Convocation was too serious for the attempt to be practicable.

Mr. Anstey explained that the unanimity was only on the point that there should be a statutory commission.

Mr. Haldane said that the schedule to the Bill was only a skeleton, and that endless controversies might arise on minutiæ submitted to a whole congeries of bodies. The principles in the Bill were only executory and would have to be carried out in detail.

Sir H. Roscoe thanked the noble duke for his reception of the deputation.—*The School Board Chronicle.*

OXFORD UNIVERSITY AND THE CIVIL SERVICE OF INDIA.

A short time since the Civil Service Commissioners submitted for the consideration of the Secretary of State for India in Council a copy of a memorial addressed to the Board by eminent members of the University of Oxford, suggesting that the limits of age for the Civil Service of India should be made identical with those in force for class I. Clerkships in the Home Civil Service, namely, 22 to 24, on August 1st. A reply has been received from Lord George Hamilton through Mr. Horace Walpole, which runs as follows:

"The Secretary of State in Council has given to memorial the careful consideration due to the position of the distinguished educational authorities who have signed it. The memorialists urge that whereas almost all the Oxford candidates for the home service have enjoyed the full advantage of the University course, the candidates for India have, in many cases, entered for the Civil Service examination without completing their full course of study in the University. They point out that under the present limits of age a candidate from Oxford who wishes to avail himself of his first chance of competing can only do so by compressing into one year the course of study intended for two years, with the result that his preparation is unduly hurried and degenerates into 'cramming,' and they feel sure that the change suggested would greatly contribute to the avoidance of this evil. His lordship fully recognises the fact that the paramount object is to obtain for the Indian Civil Service recruits who have had the full benefit of the highest education obtainable in this country; and he observes that, in the opinion of the memorialists, so long as the present limits of age are maintained a certain number of the selected candidates will be comparatively ill-prepared men who have not fully profited by the University course.

"The signatures appended to the memorial are such as to show that it conveys the practically unanimous opinion of all the highest authorities in Oxford. That opinion is decided in its condemnation of the results of the present system so far as this particular point

is concerned and his lordship notices that the Civil Service Commissioners, to whose authority he attaches very great weight, concur with the memorialists. Nor does he fail to appreciate the importance from the point of view of India of adopting limits of age identical with those laid down for the Home Civil Service. Such a change as the Commissioners remark, can hardly fail to have a marked effect on the numbers and the quality of the competitions.

"On the other hand his lordship believes it to be generally held that, if it were not for the conditions imposed by the educational practice of this country, it would be better that Indian officers should begin their career earlier than they do now; and he considers that any proposal to raise the limits of age should for this reason, if for no other, be specially scrutinized, and should be sanctioned only as the result of full experience and careful deliberation.

"The present limits, as the Commissioners are aware, were fixed only in 1894, and came into force for the first time in 1896. It seems, therefore, to Lord George Hamilton that it is impossible to maintain that the existing system has had a fair and adequate trial; and that a longer period of time should be allowed to pass before it is altered to the extent suggested by the memorialists.

"It must also be remembered that the limits which came into force in 1896 replaced others which had been operative since 1892 only; and his lordship feels that the Commissioners will concur with him in thinking that frequent changes in the regulations are in themselves an evil, and should only be made under the pressure of real urgency. His lordship by no means denies the existence at Oxford of the evils mentioned in the memorial, nor does he underrate their importance; but he thinks it necessary, under the circumstances, that further and wider experience should be had before the urgency of the case can be regarded as fully established.

"The University and Colleges of Oxford have done so much for the education of the Indian Civil Service and have contributed of late such a large proportion of successful candidates that the Secretary of State is most reluctant to come to a decision unfavourable to the wishes of their representatives. He has nevertheless been unable to avoid the conclusion that it would be premature at present to re-open the question of the limits of age. If

after a further trial the authorities of the University are still if opinion that a change is required, they will no doubt bring the subject before him, and he will then be prepared to take it again into consideration with due regard to the views and advice of those who, under present arrangements, have so important a share in training future members of this branch of the public service."

COUNTY COUNCILS AND SECONDARY SCHOOLS.

The fact that the relations, present and future, of County Councils to Secondary Schools was the most prominent subject at the recent annual meeting of the Association of Directors and Organising Secretaries, and that such questions as Local Control are to be discussed at the annual meeting of the Incorporated Association of Headmasters affords a convenient opportunity of considering very briefly what use the County Councils have made of their existing powers, and what, so far as we understand, are the further powers that they desire more particularly to obtain. At the present time the Councils can aid practically all the subjects that are taught in Secondary Schools, with the exception of Greek, Latin, English, History, and Music; and several counties, amongst which we may mention Derbyshire, Devon, Essex, Hampshire, Somerset, and Surrey, have made very full use of their powers. The Councils may also make, and have in many cases and to large amounts made, grants for buildings, fittings, and for the equipment for teaching scientific and technical subjects. On the other hand, they cannot make permanent appropriations of money out of the Residue Grant, and consequently it is very difficult for them to set up new schools, except where an old endowment makes it possible for a body of governors to be constituted by scheme of the Charity Commissioners, or where co-operation with a School Board is practicable. This difficulty in the way of taking the initiative, the uncertainty (now much less than it was) as to the duration of the Exchequer Grant, and, most of all, the fact that Councils are not compelled

to spend the money on education at all, have limited the work of the Education Committees of the Councils, with the result that comparatively few new schools have been set up through their influence. The effect has been still more serious in that several County Councils, willing enough to help Secondary Education, have thought it wiser to hold their hands until their powers were enlarged and their position made clearer by further legislation. Even as it is, many small Grammar Schools, and some that are not small, have taken a new lease of life by reason of the improved buildings, equipment, and income that they owe to the County Council.

What, we believe, the Education Committees of the County and County Borough Councils anxious to promote Secondary Education consider that they most urgently require at the present time are (1) certainty as to the continuance of the Residue Grant so far as any such certainty is possible; (2) power to make permanent appropriations of money in the nature of endowments, under schemes from the Charity Commissioners or some statutory body having similar functions; (3) a statutory obligation on the Council to devote the Residue Grant to educational purposes; and (4) the power to aid Secondary Education as a whole, instead of only sections of it. In some counties this extension of powers would make very little change in the relations of the County Councils to the Secondary Schools; in other cases it would remove doubts and difficulties, and lead to aid being given. One result might, no doubt, be the creation of new schools; but any undue competition with efficient proprietary and private schools would, in all probability, be prevented, not only by the sense of justice of the Education Committees, but by the fact that the funds now at the disposal of County Councils for educational purposes are limited, and the demands on them for various forms of Technical Education have already become so severe that the Education Committees are obliged to exercise the greatest economy. Whatever may be the case in County Boroughs, we doubt whether the administrative Counties are yet ripe for the levying of a rate for the purposes of either Secondary or Technical Education.

An extension of powers such as we have indicated would not in actual practice give the Councils more control over existing Secondary Schools than they are at present able to exert, directly

or indirectly. There is every reason to believe that, if such an extension were subject to the proviso that the Education Committees must include some persons not members of the County Council, it would be accepted by the Councils. Whilst the Councils, so far as we are aware, have expressed no feeling against the creation of a Central Authority, properly constituted and with its functions defined, it is not remarkable that they should attach less importance to it than is attached, very naturally, by the teaching profession.

At present the control of the Councils over Secondary Schools is exerted indirectly through the Governing Bodies of the schools, so far as any questions of management are concerned, and in most cases the Councils exercise a right of veto over the appointment of masters whose salaries are paid wholly or partially out of the grants that the Councils make. We find in some cases, also, that there are stipulations as to the amount of time that shall be given to certain classes of subjects in the curriculum, but stipulations of this kind owe their origin to the restrictions imposed by the Technical Instruction Acts. The reality of the control, whatever its nature and whether exerted directly or indirectly, lies in the power of the Councils to withdraw part or the whole of their grants, on which many of the schools do, in fact, depend in a considerable measure for the maintenance of an efficient staff and equipment. Quite apart from the power of appeal to the Department of Science and Art, we believe it may fairly be said that in very few cases, if in any, have the Councils used their power to the detriment of an efficient school. With a Central Authority and with Education Committees constituted on the lines recommended by the Royal Commission, dealing with areas not smaller than those recommended by the Commission, the benefits of existing Schools would certainly not become less, but might become greater, and there would be reasonable hope that many of the existing gaps would soon be filled, and a sufficient and systematised supply of efficient Secondary Education be provided throughout the country.—

Education.

STYLE.

Style cannot be taught and cannot be acquired by practice and yet a man may improve his style by care and study. This sounds like a contradiction and yet it is the final experience in regard to style. He who would understand style and know its secrets, after he has studied the subject and apparently reached the goal of his endeavour feels much as did he who was initiated into one of the ancient mysteries. The would-be initiate heard many tantalising stories of the wonders which he would see and hear when he was admitted to the sacred company. He would be given a fresh insight into life and know and understand clearly things now dark and uncertain. Yet when the neophyte had achieved his initiation his disappointment must have been extreme. Instead of direct truth he was greeted with symbolism. Instead of knowledge he received paradox. He was told, no doubt, the secret name of the god; but when he came to reflect, it was only a new name, and gave him no fresh light on the nature of the divine. Where he expected to hear the rule of life and the guide to achievement, he was put off with what seemed an empty paradox, told that he who seeks least finds most, that you must die before you are born, or that it is only possible to gain the true path when you know it. It is much the same with him who tries to fathom the mysteries of style. From afar off they seem real and certain if secret. Though the way may be long and hard, it is clear that those who strive may obtain initiation. As soon, however, as the student of letters has reached the temple, has forced his way in and obtained his initiation, he finds that mystery there is none, and that the so-called secrets are bare and empty paradoxes. He must learn that properly there is no such thing as style, or rather that its esoteric name is thought. He will hear, too, that it is impossible to possess style unless the world of words has been explored and the true meaning of each word understood, and yet that to know the dictionary by heart is useless without an inborn instinct. He will be told that style needs labour, nay, devotion, and yet that labour and devotion ruin style, since style must always be spontaneous. Then he will learn that the gift for style is born in men, and cannot be

taught. Lastly, he finds that style is a fairy gift, and that through labour to him that hath is it given, while from him that hath not, labour will take away even that which he hath.

One might suppose that the result of such an initiation must be to make every man of letters who has got far enough to know so much a complete sceptic, or rather necessitarian, as to style. The secret of style is that there is no such thing, or if there is, that it is born in a man, and though it can hardly be improved by pain and labour, it may be destroyed thereby. 'Why, then, should I bother my head any more about it? It is clear that one does quite as well by letting the words come out of one's pen, as by taking an infinity of pains to assign them their places'. No doubt that is the first impulse of those who are brought face to face with the naked truth in regard to style, just as, doubtless, a similar impulse of indignant disappointment was the first that came to the sincerer spirits when they heard Demeter's secret name—some mere apt assortment of vocables—or were told that the way to reach the valley was uphill. Yet in both cases a little reflection must show that, though there is in a sense no explanation of the mystery and no secret, yet it is quite worth while to have gone through the initiation, and that there still remains much to learn and to do. Though it is literally true that style cannot be taught, and that it is rather a gift than an accomplishment, it is also true that the gift may be judiciously developed and enlarged. Hence the inner shrine of the temple is not so bare as it seemed at first, but may be profitably examined. The paradoxes, too, and riddling sentences may, if studied, yield something practical, something worth having. Therefore it is worth while to study and to write about style. A proof of this statement is to be found in Mr. Raleigh's fascinating little volume "Style", published by Mr. Edward Arnold. Properly the book should be called "Thoughts about Style", for this is what in truth it is. Mr. Raleigh travels over almost the whole field of style, and has something true and suggestive to say about the whole machinery of words. And in writing about style Mr. Raleigh does not belie his art. The book is excellently and closely written and argued, there is little or no affectation, and almost nothing that is unintelligible. To have achieved that in writing on a purely abstract subject is no small feat. Take it altogether, this essay is in its way comparable to South's sermon on "Plainness of Speech",—one of

the greatest unconscious essays on style ever written. But Mr. Raleigh's book is one of those books which are rather to be read than criticised. We do not agree with every word of it, but where we differ the matter is not one of argument but of individual opinion. Mr. Raleigh has as good a right to his view as we to ours. We will, then, only commend especially the sound sense and clear insight of the section devoted to synonyms, and pass on to what of practical wisdom emerges from this world-wide and time-wide controversy as to style. The only way to get a good style is to think clearly. Without clear and definite thinking there can be no style comes almost of itself. A single piece of human experience will prove this. It is a notorious fact experience will prove this. It is a notorious fact that the dullest and stupidest and most muddle-headed girls and young men, people who are apparently incapable of expression, will once in their lives write well. They can each and all write a good love letter. If a man or a maid is really and deeply in love, and not shamming, he or she will be sure to write well. The reason is plain,—for once in their lives they have something to say. They know what to say, and so can say it. There is no such thing as people being incapable of thinking. If they could think clearly the words would come of themselves. The main, the essential, thing, then, is to have something to say. If you have, style will take care of itself.

Bothering about words and their meaning is no good then, and it is useless to study great models? By no means. The meaning of words is worth thinking about, because there is a reflex action in words. They help us to think, help us to have something to say. They are tools no doubt. But when an intelligent workman sees a new tool, or an old tool with a specially good edge on it, it stimulates him to try a new piece of work or to better an old piece. Hence, though we cannot acquire style directly by "pottering over words", the study of words may help us indirectly by making us think more deeply and more clearly, and so make us more capable of expression. For example, it is worth while to know as many synonyms as possible, because, as Mr. Raleigh points out, there is really no such thing as a synonym. A so-called synonym is another word not with the same but with a slightly different meaning. Therefore he who knows all the synonyms for a word may, when he is thinking out a subject connected with that word, clear and

help his thought very greatly by being able to fit to it the exactest shade of meaning. There is yet another point where study may help style. The object of a sentence, *i.e.*, a thought expressed in words, is never merely to make a pleasant noise. Its object is double. Firstly, to express or state the thought as clearly and justly and unambiguously as possible. Next, since men write not for themselves but for others, its object is also to convey the thought into the minds of others,—to express it, that is, in the form which will give it the easiest entry into other minds. Mere clear thinking would be quite enough to carry out the first object. It is often but not always, enough to carry out the second. Therefore the writer has in his style to cultivate the art of getting entrance through the barred doors of other minds. He must carry men's hearts by assault. He must, to borrow from South, not merely state the bare need of salvation, but pierce men's hearts, and make them cry aloud "Men and masters, what must we do?" Now, for this assault on other minds style wants, besides clear thinking, first of all the power to provoke what Hazlitt called "the extreme characteristic expression of the thing written about". That is, if you mean sapphire you must not hint blue or mumble blue, but call up the sense of translucency and of hardness and of flashing light as well as of blue, for unless you express these also you will not get the extreme characteristic expression of a sapphire, and so get entry for the thought of sapphire into your neighbour's mind. Next, you must remember that everything is not won by force, and recognise that harmony and melody mesmerise men's minds and make them impressionable. Thus the style that wins its way easiest will always be beautiful in sound, and hence the melody of prose. The walls of the mental Jericho fall down before the sound of the lute as well as of the trumpet. Hence no one who would gain a quick and easy reception for his thought can possibly reject the aid of melody,—though be it always understood that melody is a melody different, both in kind and degree, from the melody of poetry. Style depends, then, first on thought, secondly on expressiveness, which is, however, in reality allied to thought, and thirdly on melody. The first two may to some extent be acquired by mental training; and the last, though it is in its highest expression a gift, may be improved by study. We come, then, back to this, that style in the last resort is a gift, for the power of thought, like the instinct for melody, is born

in a man. But the gift is one which can be improved. The possessor, indeed, is a rule impelled to improve it. The man who is born with the gift of style, whatever his lot, will perforce spend his energies in improving it. Abraham Lincoln, for example, was born with this gift. He did not become a man of letters; but for all that, he gradually and consciously, or unconsciously, improved his gift till his style in the Second Inaugural gave forth the thrilling yet sonorous tones of some great organ pipe. What, then, the initiated scholar hears in the inner shrine of the temple of letters is true. Unless you are born with the gift of style it is useless to try to acquire it. If you are born with it, it will improve itself even without your conscious care. That this is a very commonplace conclusion to have reached in two columns we fully admit. Yet it is the only conclusion possible. Only one more word need be said. It is impossible to teach style, but it is possible to teach grammar and by teaching grammar you teach people to think. Therefore, at two removes you are helping people to get style by teaching them grammar.—*The Spectator.*

PUBLIC INSTRUCTION IN JAYPUR.

The Report on Public Instruction in the Jaypur State for the year ending 31st March 1897 has been issued and, as remarked both by the Resident at the State and the Agent to the Governor-General in Rajputana, shows marked advance during the year. Jaypur, noted for its beautiful art fabrics, is an enlightened Native State belonging to the Rajputana Agency, and covers an area of 14,526 square miles with a population of about 2,800,000 consisting of Hindus, Jains and Muhamadans. We have always deemed it no easy or pleasant task to read through educational reports bristling with figures and statistics, and the report in hand presents difficulties of as new and exacting nature. Indeed, the Director of Public Instruction in Jaypur combining in himself the onerous duties of Director, Principal and Lecturer in English of the Maharajah's college is occupying no enviable position. The question of

establishing an oriental side which is, now engaging the attention of the Madras University, is already a '*fact accompli*' as far as Jaypur is concerned. For the Educational Department in Jaypur besides preparing candidates for the examinations of the Calcutta, and Allahabad Universities teaches also for the oriental examination of the Punjab University. In addition to this it also teaches and conducts examinations for *Acharyas, Sastris,* and *Upadhyayas* in Sanskrit. Under special education the State can boast of two institutions, *viz.* (1) the Rajput School established with the object not only of giving the sons of the Rajput nobles of Jaypur as much English education as possible, but also of encouraging in them a healthy tone and manly habits, and (2) the School of Arts founded for the purpose of fostering and improving the indigenous arts and industries of the country and of introducing such foreign arts as the advancing condition of the people may render necessary. Female education has also the cordial support of the Durbar and continues to improve under the able management of Miss. E. Heming, assisted by nine female teachers, all natives of Jaypur.

Coming down to statistics the year under review shows an increase of 73 schools. The number of public institutions was 110 against 109 in the previous year, while the number of private schools rose from 551 to 623. The number of Colleges and Secondary Schools remained stationary while Primary Schools alone show an increase. There was a decrease of one female School and a falling-off in the number of girls by 41. The number of scholars fell in number in the colleges as well as in certain branches of the Secondary education. The greatest improvement in the number of schools and scholars was in respect of Primary education. This last fact is particularly very noteworthy as it shows that the education of the masses shows marked advance. The average percentage of scholars in the schools and colleges ranges between 93 and 71 with the exception of the special Rajput school where it is so low as 32. The Director opines that it will he very difficult to make the noble Rajput youths to attend regularly unless they are compelled to stop in a Boarding-house attached to the School. We think the suggestion is a good one and the Durbar with its usual munificence will see its way to provide a boarding-house. The expenditure on education was Rs 1,37,456 of which Rs 86,925 was from public revenues and Rs 50,531 from private sources, there being a decrease

of Rs. 544 under the former head and an increase of Rs 8,259 under the latter. The total number of pupils under instruction was 24,850 of which 24,325 were boys and 525 girls. The percentage of attendance was 10.9 and .27 respectively or 5.9 of the total, reckoning at the usual proportion of 15 per cent. of a school-going age on the total population of the State. The results of the public examinations were on the whole satisfactory, considering that the test was pronounced by the Director of Public Instrnction of N. W. Provinces and Oudh to be more difficult than that of previous years. Of the 5 candidates who presented themselves for the B.A. test, 2 were successful; 10 candidates appeared for the Intermeditate examination and 23 for the Entrance and of these 4 passed in the former and 13 in the latter. In gymnastic and athletic exercises improvement is very perceptible, as evidenced by the fact that in the Rajputuna School Sports, held at Ajmere in December last, no less than seven higher prizes were awarded to the students of Jaypur.

The most important event in the annals of higher education was the establishment of an M. A. class in the Maharaja's College at Jaypur. Considering that this College was the only institution of the kind in all Rajputana, the M. A. classes were a long felt desideratum and we are very glad to find that the Jaypur Durbar with its usual munificence has supplied this want.

The education given in the institutions of the State both private and public is gratis and a number of scholarships are also awarded in addition. This is a very unique feature and has no parallel in any of the other States or Provinces of India. In fact we are not aware if this is the case in any other State in the world. The funds for expenditure are supplied by the State and by private individuals. Such a spirit is specially to be commended.

The report under review shows progress on all sides, and the Director of Public Instruction, Mr. Kalipada Banerjea, must be congratulated on the efficent manner in which he has been doing his manifold work.

MADRAS TEACHERS' GUILD.

Teachers Wanted.

1. A Lady graduate as Headmistress.
2. An Assistant Master able to teach Science and Latin.
3. A trained Christian F.A.
4. A trained Physics or Mathematics B.A.
5. Two Eurasian undergraduates (Protestant) capable of teaching English and Latin.
6. A Lecturer in Latin and Science for a College in Jaffna.
7. A Certificated Matriculate (Canarese).

Places wanted for

1. An experienced Christian graduate Headmaster, who is eligible for third grant.
2. A Physics B.A., L.T. (Tamil).
3. A Physics M.A., Christian.
4. A History B.A. (Latin, Urdu), untrained Eurasian.
5. An untrained F.A., Christian (Tamil).
6. An untrained F.A. with ordinary certificate.
7. An untrained Physics B.A. (Sanskrit).
8. A Matric with First-class Normal Certificate.
9. A Sanskrit Chemistry B.A. (Tamil), untrained.
10. An untrained Certificated B.A. Mathematics (Tamil).
11. A B.A. Philosophy graduate (Tamil), who has passed the Theoretical portion of the L.T. Examination.
12. A B.A. Science, untrained.

S. SATTHIANADHAN,
Registrar, Teachers' Guild,
Royapetta, Madras.

HEADMASTERS' CONFERENCE.

The Conference of Headmasters met on Wednesday, December 22, at the College of Preceptors. The attendance was scanty. On the first day there were present thirty-eight headmasters and some thirty assistant-masters, but on the second day the numbers were considerably reduced. The chair was taken by the Rev. the Hon. E. Lyttelton,

A Central Educational Authority.

The Rev. Dr. Feardon (Winchester) moved: "That, in the opinion of the Conference, the establishment of a central educational authority, on the general lines recommended by the Royal Commission on Secondary Education, is the essential starting point in any sound movement towards the reform of secondary education". The resolution, he said, was pratically the same as that which was passed almost unanimously just about two years ago. That resolution was proposed by himself and seconded by the Headmaster of Harrow, and it was carried with only one dissentient [Mr. Dunn] who was no longer among then to enlighten them with his brilliant paradoxes and eminent wisdom. If the resolution were carried, he would propose a rider to the effect that a copy of the resolution should be sent to Lord Salisbury, the Duke of Devonshire, Mr. Balfour, and Sir John Gorst. The whole purpose in view was to strengthen the hands of the Government, or to stimulate them if they required stimulation. Rumour said that the Government, in the forthcoming Bill, intended to reserve this point of establishing a central authority. There was a distinct danger of patchwork legislation instead of proceeding on a logical basis. If new powers were given to local authorities without considering who the central referee was to be, they would find themselves in a mess. Whenever difficulties arose as to delimitation, appeals, &c., the infallible answer was: "This must be referred to the central authority". The question now to weigh was whether they were contented to leave matters to the combination of central authorities at present existing or whether they felt, for the good of education, that some more expert and some more able authority should be constituted,, such as was recommended by the Royal Commission. Every one knew what the recommendations were. At present, in case of any question arising needing the advice or decision of a central authority, it went to the Charity Commission, the Science and Art Department, or the Education Department. He did not think the Charity Commission was a fit body to deal with such matters, and, as a matter of fact, it was very clumsy and very dilatory in its operations. It seemed to him exceedingly important to speak out. The Government were said to be afraid of opposition from the bigger schools. This fear, he believed, was groundless. All the schools represented at this Conference were (like his own, of course) presumably perfect, but even if they were conscious of any vulnerable points, he, believed the Headmasters had large enough views to accept a measure of control and organization which was for the good of the nation at large,

The Rev. G. C. Bell (Marlborough) seconded the resolution. Referring to the four central authorities who now had influence in their schools, he said that, though they had no fault to find with the Charity Commissioners' work, their action had been very slow and dilatory. The Science and Art Department influenced only certain branches of education, and those the least humanizing. By throwing all their weight into one scale they were upsetting the balance, and doing distinct harm to educational progress. The Education Department was fitted to raise the standard of education in elementary schools, but knew nothing of secondary schools. A new and central authority was eminently required in the best interests of secondary education.

The Chairman put the resolution, which was carried unanimously, and it was resolved to forward copies of the resolution to Lord Salisbury the Duke of Devonshire, Mr. A. J. Balfour, Sir John Gorst, and members of the Houses of Lords and Commons.

The Differentiation of Schools.

The Rev. W. H. Keeling (Bradford) moved the second resolution:— "That an official differentiation, by a central educational authority, between the aims and curricula of primary and secondary schools is necessary; and that in such differentiation, while the leaving age must be the initial guide for the classification of schools, due regard must be had to the wider scope and influence of seconday education". This resolution followed naturally on the one that had just been carried. A central authority would have to deal with higher-grade elementary schools. These had been set up partly by the action of the Education Department and partly by the Science and Art Department. For the most part there were organized science schools attached to the upper portions of all these schools; and in these classes there was no limit of age and no limit of curriculum. They kept boys to the age of sixteen, seventeen, and even beyond. These schools proposed to make a further move in the direction of commercial education, and make a modern side. The schools were free, and scholarships were provided from the local taxation. In some a small fee, from 1d. to 9d. a week was charged and this covered the cost of books. At least half of the pupils in these schools paid nothing for education, and had books, and often a maintenance allowance, thrown in. In this way a steady and active competition had been set up between the old endowed schools and the new Board schools. Moreover, the Science and Art Department was bringing pressure on these schools to keep their pupils as long as possible by confining the grants to those who took the three years' course. By this action they were doing away with what had been the difference

between primary and secondary education, were taking away the boys who would go to the grammar schools, and so were embarrassing the financial position of these schools. The Board schools were doing a great national service in raising the standard of national education. But it should not be difficult to differentiate between the primary and the secondary education. The two systems should be complementary, not antagonistic. This, according to the evidence of Lord Reay, had been done in Holland and in every Continental country, and there should be no difficulty in deciding the difference here. The great thing was to fix the curriculum for each kind of school. In the Conference, three years ago, they solved the difficulty by fixing a limit of age (fourteen) for higher-grade schools, but the mover of the resolution acknowledged that this was a *reductio ad absurdum.* Parliament would never agree to such a limit. But it was quite possible to fix the curriculum to suit pupils leaving at fifteen or sixteen. To do this would be the duty, imposed by Parliament, on the central authority. If, at the same time, the the grammar schools were strengthened financially, things would right themselves. He thought they should maintain the old national system, which had done so much in the past. The resolution was a fair and honest attempt to bridge over a great difficulty, and was in the interests of the national welfare. It was a valuable step in the way of national education.

Dr. Gow (Nottingham High School) did not think it worth while to raise difficulties about the encroachment of Board schools. If people wanted cheap schools, they would have them. In Nottingham and other manufacturing towns people of very limited incomes paid as much as £30 a year to the school rate, and the rate was put up in order to provide for the children of such parents. His complaint rather was that elementary schools were absolutely without a definite aim or curriculum. On the Code as it stood he had calculated that there were 720 possible curricula for children under thirteen. No two schools were alike, and thus it was impossible to raise a discussion upon elementary education. In regard to secondary education, he thought it might be improved by a more definite plan and by different types of schools. As to the functions of the Council in regard to secondary education, it would very much facilitate the organization of experiment. There were dozens of experiments being tried that nobody outside knew anything about, and the results were not carefully watched and compared, and were not published. If there were a central education authority, it would become the recording angel of such experiments. He heartily seconded the resolution.

Mr. H. W. Eve (University College School, London) said that this question of delimitation had been fully discussed by the Joint Committee. That Committee had carried an elaborate resolution embodying two principles capable of various interpretations, the working out of which must be left to the central authority. The higher-grade schools were supplying a national need, and he hoped that the Conference would do nothing that would tend to damp popular enthusiasm.

Dr. Field (Radley School) said that the antagonism between higher-grade and grammar schools was to be found only in the North of England. At Canterbury they had an excellent middle-class school, and there was no rivalry between it and the King's School. In some places where there were not those large endowed schools it might be a much more economical plan to allow an elementary school to extend itself in rather higher regions than otherwise it might do than to create a new school. There might be conditions that would render it unwise to create a new secondary school, and the needs might be satisfied by allowing an elementary school to expand its curriculum. He merely wished to deprecate the idea that the curriculum should be drawn too narrowly. The curriculum might be determined with elasticity by some body which had not merely authority over both sets of schools, but interests in both sets of schools.

The resolution was put to the Conference and carried unanimously. It was agreed to send copies to the Ministers whose Departments were concerned.

Classical Entrance Scholarship Examinations.

The Rev. H. W. Moss (Shrewsbury) moved: "That this Conference give a general approval to the recommendations of the Committee with regard to classical entrance scholarships". The recommendations of the Committee, which were afterwards discussed and submitted as particular resolutions, were:—"(1) That entrance scholarships should not be given in such a way as to encourage specialization at an early age; (2) that, in order to meet the wishes of the Committee of Head-masters of Preparatory Schools, the Greek in scholarship examinations should not be marked as high as the Latin; (3) that no Latin verse composition paper should be set in entrance scholarship examinations for boys under fourteen, but that a knowledge of quantities and ordinary scansion be demanded". Mr. Moss said that these were the resolutions passed in 1895 and 1896. In a *résumé* of what has led to the movement for change he referred at considerable length to the resolutions passed by the Conference of preparatory-school masters. In a poll that had been taken of the preparatory masters, 120 had pronounced in favour

of the first resolution, and only 3 against; 96 were for the abolition of Latin verse, and 30 against; 95 were in favour of lowering the standard in Greek, and 31 against. He thought that a strong case had been made out for meeting the views of these gentlemen; they were experts, and could estimate the needs of their pupils far better than public-school masters. What they desired was that the character of the scholarship examinations should not be such as to make it necessary for them to specialize prematurely to the injury of their pupils and the injury of the development of their education. He should not be dealing honestly with the Conference, however, without mentioning another factor in the problem, and that was the requirements of their own schools. What was the primary object of most of them, the headmasters, in arranging their scholarship examinations? Undoubtedly it was to attract to their schools a few boys of ability. Those Crœsuses of headmasters at Eton and Winchester might arrange their examinations with a single eye to the needs of preparatory schools, but schools that possessed fewer scholarships—and those of less value—were obliged to look at matters in a more selfish way, and for those of them who were in that position it was of the first importance that their examinations should be arranged so as to discover boys of real promise. It was obvious that when a bright boy passed through the school he raised the reputation of the school and excited emulation in the classes. He gravely doubted whether the best way to get such a boy was to institute an examination that would most agree with the ideas of the preparatory-school masters. Thus history and geography were subjects capable of being crammed as mainly tests of memory. As to the second resolution, the system of marking Greek had been adopted for years in Shrewsbury with satisfactory results. As to Resolution III. he believed that a boy would derive greater benefit from Latin verse if he began it at fourteen than if he had started at an earlier age. The Conference was asked in the first place to approve generally the recommendations of the Committee, and the separate resolutions would be considered afterwards. He thought they owed a deep debt of gratitude to the preparatory-school masters, and it was plain from the letter they had sent them that the passage of these proposals would be regarded as a substantial concession to their desires.

The Rev. Dr. Field (Radley) seconded the first general resolution.

The Rev. Dr. Fearon (Winchester) cordially supported the recommendations. At first when the movement was started he feared there would be no practical result. But he could say that at Winchester they had been moving in the direction of the resolutions. He held that they got the best turn-out of scholars by examining them in a variety of

subjects and not encouraging specialization, and in five out of six cases those boys turned out the best scholars. The first two resolutions had been acted on absolutely for some years past. He had been reducing Greek more and more; Latin in their scholarships counted four times as much as Greek, and there had been encouragement to geography, history, French, and other subjects, by always giving a full allowance for each single paper; out of fourteen scholars eight or nine were elected straight off by the aggregate of marks, and in cases where they had chosen for special merit in one subject they often found they had made a mistake. His experience favoured the election of boys who had done well all round rather than of those who had done well specially. Therefore, he for one most cordially welcomed the recommendations. At Winchester they had acted absolutely on I. and II. and were quite ready to act on III. He entirely agreed with the Head master of Shrewsbury in supporting the third resolution, and he had not the slightest doubt they would get as good scholars by acting on it as otherwise.

The Rev. G. C. Bell (Marlborough) stated that he followed the method pursued at Shrewbury. There was one matter on which he had some doubt. Some boys at an early age showed a distinct faculty for mathematics, and if that was neglected it was a waste of the boy's power. The same could be said of music. Children were born with distinctive faculties. He must confess that when a boy came to them with such gifts they were all inclined to give him high honour. That, he supposed, would encourage the preparatory-school master to say that they were specializing at an early age. Then how were they to act? Were they to give a low mathematical examination which would indicate no mathematical faculty at all? On the other hand, if they were giving an adequate test, were they not encouraging specialization? He confessed that this was his difficulty, and he hoped there would be some one to show how the conflicting positions could be reconciled.

Dr. H. A. James (Rugby) said that, besides Mr. Moss's reason for electing scholars, there was a more general and generous one, the wish to bring to the front poor boys of ability, and give them a chance of making their way in the world. They desired able boys for two reasons: they wanted interesting pupils, and they wanted possible winners of University scholarships. A University did not recompense all-round talent, and neither did the colleges. Therefore, if they were to succeed at the Universities—and that must be taken as legitimate and an honest ambition—it was clear that they could not be content merely to send up all-round boys, but that they must have boys who would do specially

well in certain special subjects. The Master of Winchester had said that an all-round boy would turn out as good a specialist as a specialist boy at the start. That might be true of Winchester or Rugby; it was not true of such a school as Rossall. To judge by his experience there, the mediocrity one would secure by an all-round entrance examination would never win a college scholarship. Hence he could not quite accept what the Headmaster of Winchester said on that point. And he questioned whether early specialization was altogether a bad thing; the tendency in great schools up to a certain point—the sixth form—had been to become broader, and in this way they had undoubtedly lost something. The fifth form in the public schools was only doing the work in classics which the fourth form was doing some years ago. But the question was whether, while broadening their education, they were not tending to narrow it at the preparatory schools. He was not quite clear in his mind on this subject. He was not clear as to what the preparatory masters meant by "undue" specialization. At the very earliest age he should like to see a certain amount of extra time, either for classics or mathematics, given to boys who showed an aptitude for either subject. There were points in all the resolutions which he could not entirely approve: but, with limitations in the sense he had indicated, he had no objection to vote in favour of them.

Mr. Field said that, unless they were prepared to adopt the Winchester system, the first resolution would remain no more than a pious aspiration. As the headmaster of a smaller school he agreed with Dr. James that they could not safely do as Winchester did.

The Rev. H. A. Dalton had tried at Felsted the Winchester plan, and been forced to abandon it. He wished to know whether by voting for the resolution he would bind himself to follow Winchester.

The Chairman: No member is binding himself to any practical action either by his speech or his vote. The experience of many years warrants me in saying so.

The Rev. A. J. Galpin (King's School, Canterbury) asked what the preparatory masters really required. Did they ask for separate papers in divinity, history, geography, and French, or would they be content with a general paper? In the latter case, such a paper was generally set, though no great value was attached to it. Or would they like alternative papers? He greatly feared that by favouring a multiplicity of subjects they were increasing the difficulty of preparatory masters.

Dr. Grey (Bradfield College) asked whether Mr. Moss would accept the insertion of "undue" before "special."

Dr. Wilson (Lancing College) said he thought, if the Winchester plan was adopted, there would be a danger of making an undue number of subordinate honour subjects besides classics and mathematics.

The Rev. W. H. Flecker (Dean Close School, Cheltenham) considered there would be a tendency to make the burden on the boys of grammar schools greater still. He thought the boys were much more likely to study such subjects as history and geography satisfactorily when their studies had been first directed to such subjects as Latin and Greek. To his mind the cram of history and geography was infinitely more fatal than the cram of Latin and Greek.

The Chairman, interposing, said that, if they placed the additional subjects on their paper, they would only increase the burden of the boys. The solution, he thought, should be on the lines suggested by the Headmaster of Lancing. The examination of a boy entering for a classical scholarship would be on the old lines. The same number of marks should be allowed to Latin, but fewer marks would be allotted to Greek, and the remaining marks to other subjects. What had been proposed was that general knowledge should be considered up to the age of fourteen, and from fourteen to eighteen they should specialize. At Haileybury they had been great offenders in the way of specializing, but his intention was to take the earliest opportunity of gradually moving in the direction advocated by the Headmasters' Conference. Dr. Fearon's experience was most important, and he himself failed to see any reason for the distinction that had been drawn between large and small schools. The preparatory-school masters had for the last three years devoted an enormous amount of time to this question, and had arrived at practical unanimity. What was their motive? It could only be a jealous regard for the best interest of their boys, and a belief that under the present system the education of boys up to fourteen was being seriously demaged.

Mr. J. S. Phillpotts (Bedford Grammar School) supported the general recommendations of the Committee with regard to the entrance scholarships. They should do all they could to aid the advance of national education and infuse it into the national life. It was also a serious responsibility to consider whether they were not interfering with the best course of eduction for boys—a course which, but for them, would have been adopted by preparatory masters. Secondary education did not aim at producing immediate results, and he felt that the moment their eyes were opened to the representation of the facts by the preparatory-school masters they would do all they could to aid them.

A vote was then taken on the general proposition, and it was agreed to *nem. con.*

On the first of the recommendations being submitted separately as resolution,

Mr. J. S. Phillpotts spoke in support of it. He said it was desired to exclude a commercial element that was creeping in, especially among parents. He had had warning of its existence in France from letters sent to him.

After some [illegible] by Mr James (Malvern College), Mr. Moss (Shrewsbury) replied. He said he considered the best solution to the difficulty was by qualifying papers.

Dr. Gray (Bradfield) moved the insertion of the word "special" before the word "specialization"; but on a vote the amendment was negatived, and the original clause carried.

Clause II. was carried *nem. con.*, but on Clause III. considerable discussion arose. Mr. A. L. Francis (Tiverton, Blundell's School) proposed as an amendment: "That, in any entrance scholarship examination for boys under fourteen in which Latin verse is set, there should be an alternative paper". The amendment was seconded by Mr. Flecker (Cheltenham, Dean Close School), who considered the proposal would be in favor of boys who were not able to go to preparatory schools. Mr. Phillpotts maintained that this was a rider, not an amendment. It was suggested that the words "under fourteen" should be withdrawn from the amendment; but the Chairman ruled that it could not be put in that form. The amendment was then put, and the Chairman, on a show of hands, declared it carried. Another vote was called for, and this time the amendment was negatived by 14 to 13 votes. Dr. James (Rugby) called for a poll, and, voting papers having been issued, the amendment was carried by 17 to 12 votes.

The Organization of the Conference.

The Chairman moved several resolutions with regard to the better organization of the Conference. After some formal discussion the following were carried:—(*a*) That with a view to the better organization of the Conference, Sub Committees be appointed to deal with separate subjects, as may be determined, who shall in each case report to the Committee. (*b*) That the chairman of each Sub-Committee be a member of the Committee and be appointed by the Committee. (*c*) That each Sub-Committee consist of four members, in addition to the chairman, with power to add to their number. (*d*) That, of the members of each Sub-Committee, two at least be appointed by the Committee, who shall not be members of the Committee, and two be appointed by the Committee. (*e*) That Sub-Committees be appointed to deal with

such subjects as the following:—(1) Parliamentary; (2) Universities; (3) Public examinations; (4) Training of masters, pensions, &c. (f) That each member of the Conference be required to nominate, on or before December 1, three members for election to fill the vacancies upon the Committee. (g) That the names of those who have obtained five or more nominations be submitted, with their consent, to the Conference for election, and that the votes of the Conference be t[illegible] day on the question by voting papers circulated beforehand. (h) That the votes of members not able to be present at the Conference be counted if sent in to the chairman of the Committee by the first day of the Conference.

The Conference then took up private business, and adjourned till Thursday at 10 o'clock.

SECOND DAY.

Professional Training of Teachers.

The Rev. G. C. Bell (Marlborough) moved "That this Conference regards with much satisfaction the steps that are being taken in many quarters to promote the professional training of teachers, and accepts the principle that any man definitely selected for a mastership in any school connected with the Conference must produce adequate evidence of practical efficiency as a teacher; failing this, he shall be considered only as a probationer until he has gained a teaching diploma, of which an essential condition shall be the certificate of the headmaster of the school in which the probationer has served". A friend who had seen his resolution in print had asked him whether he was not deliberately riding for a fall, but he still hoped that, even if the Conferenee did not pass it as it stood, it would carry some amendment that would give a definite impulse to training. He would spare the Conference any dissertation on the subject or upon objections that might be urged against it, or upon details of methods and systems. The dissertation had been delivered in another place, and a copy of it might be found in the *Preparatory School Review* for July. His stronger reason for not haranguing them on the subject was that he was speaking to a body which, for now nearly a quarter of a century, had over and over again affirmed the importance, advantage, and use of training, and the younger members of the profession who had not attended the meetings might be referred to the appendix of the Parliamentary Report on the Registration of Teachers. That appendix was drawn up by the present Archdeacon of Manchester, and it showed that a past generation had favoured training at a time when the reasons for it were not so obvious as at present. Beginning with 1871, year after year to 1879, with one single exception, that of 1874,

the Conference had pressed the subject on the Universities and on their own members through the Committee; and since then the subject had come up at intervals, and the Conference had again and again expressed approval of training and a belief in its necessity. The Conference was in fact so deeply pledged that no one had yet ventured to imitate the courage of the two adverse witnesses who appeared before the Royal Commission, and, if any one ventured, he should listen with interest and surprise tempered with other feelings. They had reason to believe that the English public-school education was in some respects the best in the world, but they could not shut their eyes to the fact that the character of the training of their schoolmasters was a defect in their system. After yielding to the force of the argument that training was necessary they had contented themselves with criticizing existing systems of training and showing their failure to fulfil the conditions necessary. More sincere than Mark Antony, they came to bury training, not to praise it. He wanted to put a great question to the Conference—How long were they to be content with this weak position and theoretical good will and practical shilly-shally? If they were content, let them say so, and they would thereby strengthen those who wanted a free hand in dealing with our public schools. But, if not content, they should declare their opinion and seek an improvement in their methods. The Duke of Devonshire, in his recent speech at Giggleswick, had said that "the first requisite in the reorganization of secondary education was that some means should be found of raising the standard of qualifications of the teachers. That was a matter that they might well hope the teachers themselves would take up in their own interest, for it was something very much of a scandal that persons should be tempted, as he was afraid they were in too many cases, to waste their own money, and, what was more important, the time and the opportunities of their children by sending them to inferior schools. It was said that the Universities and the College of Preceptors were taking the matter up and moving in it, but as yet the voluntary agencies had failed to establish a satisfactory test by which the efficiency of secondary schools might be guaranteed. If voluntary effort should fail, the State, or perhaps the authority that had been delegated by the State, might very well be intrusted with revision". He ventured to think that, if they negatived his resolution or shelved it by the previous question, they would put into the hands of others who would deal with the question a weapon that they would not be slow to avail themselves of. If the Conference moved in the matter, they would find themselves seconded by the Head-Masters' Association, and

also by the College of Preceptors, and by many other combinations of teachers. They claimed to be the leaders of English education, but they did not lead on this subject, they lagged behind. If, years ago, they had taken the forward step such as he urged now, they would have made an advance all along the line. He was himself acting on the lines of his resolution. But he was quite prepared to admit that they had not done so much as should have been done. That was so for many reasons. Th[illegible] and limit their choice among the best men by imposing on them conditions about which they would not hear a single whisper, if they presented themselves at other schools. Another reason was that the provision for training secondary male teachers had already been on the right lines. For various reasons women had shown themselves far more keen than men in seeking training, and there were several colleges, particularly the training college at Cambridge, which had been doing admirable work with great zeal and efficiency in training women teachers. They ought to show their gratitude to the agencies that had been at work in training. If they would pass this resolution and act upon it they would give an impetus to the training movement in various parts of the country that was much needed. In conclusion, he referred to the very important report of the Joint Committee on Training. This body was originally started by the Association of Headmasters. The Committee also drew to it representatives of the College of Preceptors; the Teachers' Guild, the Assistant-Masters' Association, the Assistant-Mistresses' Association, the Primary Schools Association, and the Association of Principals of the Welsh County Schools. A certain number of representatives of vested interests also acted with them. The report was the product of many meetings held by the Joint Committee. If the Conference decided that untrained teachers should not be permanently appointed until they had obtained a teacher's diploma, their difficulties would soon vanish. The solution of the problem would be largely in their own hands. The Conference had on the previous day voted to appoint a Sub-Committee on the training of teachers. Through this Committee they would be able to exercise a very powerful influence on the different bodies interested in the training system. If the Government dealt with secondary education, they would have to set on foot some system of training which any Government would be obliged to recognize as offering a satisfactory solution of a very difficult problem. (Cheers)

The Rev. H. W. Moss (Shrewsbury), in seconding the motion, said he felt very strongly that after the long time that the Conference had been considering the question it would be unfortunate if they were to

reverse their former action. He doubted whether those members of the profession who objected to definite action had at all considered the question as reasonable men. What reason was there why the teaching profession should differ widely from all other professions? What would be thought of a lawyer who objected to mastering the principles of his profession and considered that the practice of the Courts would be sufficient to instruct him? What would be thought of a doctor who objected to learning the principles of medicine? He would be considered a mere empiric, who would be brought to book by some consulting physician called in to advise him in some critical case, or perhaps by some incisive and hard and critical remarks by the coroner in holding an inquest. He thought himself that most of them were guided in their methods by what they remembered of the teaching to which they were subjected when boys. If they happened to have been in the hands of good teachers, their pupils had the benefit. If, on the other hand, they happened to have been in the hands of bad teachers, then their pupils suffered from their misfortunes. But even those who had been under good teachers did not necessarily prove good teachers themselves after all. It was highly probable that a man might imitate the eccentricities of his teacher instead of his excellences and fancy he was reproducing the counterpart of the methods which he himself had been taught when in reality he was doing nothing better than reproducing a parody. He felt confident also that, unless they were careful, they might bring themselves under very unwelcome legislation. They could do nothing better than pass the resolution proposed by the Master of Marlborough. But, with regard to the latter part of the resolution, he thought it would be well that a headmaster should pledge himself at some definite time to make up his mind with a full sense of responsibility as to whether a teacher who had been employed should be continued in his position and was fit for it.

Dr. H. A. James (Rugby) would like to see substituted in the resolution for "accept the principle," "will welcome legislation." He did not believe that any action would avail unless there was definite legislation on the subject. As a matter of example he was quite ready to accept the resolution. The greater schools would no doubt continue to get their teachers from the class they wanted, but there were the lower schools, to which the matter might be more important, and the Conference might, therefore, set the example. But the resolution would be as useless as any they had passed before unless it was connected with definite legislation which would compel everybody to do the same thing. He would put this point, however: What were they to gain, and what

did they lose, by having training? He believed there would be a very considerable gain in the teaching of the more elementary subjects. But he did not hold that in the higher branches of teaching training was of any advantage at all. Nor did he think that discipline could be taught. He did not believe that any amount of training would really teach discipline. The real gain would be in the lower forms. A loss, however, would occur among men who now entered the profession, perhaps without any definite resolve to make it their livelihood, but were induced to go on when they had once begun, and a great many of those men turned out extremely valuable masters. Such men might be choked off and go to some other occupation in life, where a preliminary training might be less difficult. So they might lose many very good masters. As regards Rugby and similar schools, he did not believe that training, or non-training, would make the difference of one per cent. in the dismissal of masters. With regard to the form of the resolution, he proposed as an amendment that "accepts the principle" should be omitted, and "welcomes legislation to the effect" inserted. A further suggestion was that "connected with the Conference" should be omitted.

The Rev. W. H. Chappel (Worcester) seconded the amendment.

The Rev. W. H. Flecker (Dean Close School, Cheltenham) sincerely thanked the Master of Marlborough for his persistency in bringing this subject before the Conference, and he hoped he would continue to press forward what he regarded as a vital question, if training in this country was to attain the standard it had in foreign countries. He complimented Dr. James on the much more gracious attitude he had assumed towards training.

Mr. H. W. Eve (University College School), heartily supported the motion, and thought it was all the better to recognize the possibilities of different methods of training. As to the amendment, he very much hesitated to accept what had been said as to the teaching of higher and lower subjects. Their experience of college lecturers was not altogether in favour of untrained able teaching of the higher subjects. As to men of high ability drifting into the profession, he did not see that they would be deterred from entering it by such a measure as that proposed by Mr. Bell, who had stated that one of his own colleagues would practically get his training at Marlborough College. If a man really took a liking to his profession, it would be a simple matter for him to pass an examination. If he could not, a delicate hint would be conveyed to him that he had better choose some other profession. He would much rather that Dr. James's proposal were put in the form of a rider. They would gain by taking an independent line showing that they

themselves would do all they could to promote training, and did not need it to be enforced on them from outside.

The Rev. Canon S. C. Armour (Crosby, Merchant Taylors') supported the suggestion of Mr. Eve. The resolution and the amendment stood to one another as "antecedent" and "consequent."

Mr. J. S. Phillpotts (Bedford Grammar School) also thought the amendment really a rider. He had some years ago advocated periodic lectures on pedagogics for public schools. A new departure had been taken by Oxford and Cambridge in the direction they aimed at. They had now established criticism lessons, visiting and model lessons in connexion with the public schools. The College of Preceptors had also thoroughly practical ideas on the method of training. They should not only pass the resolution, but when they left the room should act on it, and get lecturers and criticism lessons at their schools.

Dr. James was unable to accept Mr. Flecker's compliment. He held the opinion he had always held on training. It was of no use passing resolutions. The only thing was to have definite legislation. If the Master of Marlborough would add something to his resolution to make it effective, then he had no desire to press his own proposal.

The Chairman said that what Dr. James aimed at would really be secured by making his proposal a rider.

The resolution was then put as proposed without the amendment, and carried, with one dissentient.

On the suggestion of the Chairman it was also decided "That the Conference would welcome legislation in accordance with the above resolution".

Oxford and Cambridge Scholarship Examination.

Dr. Gray (Bradfield College) moved: "That this Conference deplores the injurious effect upon education resulting from the continuance of the present system of fixing the dates for the Oxford and Cambridge scholarship examinations". He reminded the Conference that the motion he brought forward last year was passed unanimously. He desired to keep the fire of righteous indignation alight, not to add fuel to the flames. He thought it a defect of method at the Universities that examinations should take place in November, and it was in every way desirable that they should not take place until after Christmas. If the resolution were carried, he would ask the members of the Conference to pledge themselves not to send up candidates for scholarships before Christmas. This had been condemned as a "boycott," but he preferred to call it a wise reservation of force.

Dr. James (Rugby) seconded the resolution. He feared that Balliol College, Oxford, would not give way. He was of opinion that Balliol would not suffer from the change by having the examinations after Christmas instead of in November. A representation from the Conference, through the Chairman, would have weight with Balliol.

Mr. F. H. Colson (Plymouth College) opposed the motion. He had not himself felt the pinch. He had found the six or nine months a boy passed at school after winning a scholarship were by no means wasted, and formed a valuable relief after excessive specialization.

The Rev. Canon S. C. Armour, D.D. (Crosby, Merchant Taylors'), suggested that there schould be a more equal diffusion of examinations throughout the year.

Mr. Phillpotts (Bedford) thought that a Committee might be asked to report on the inconvenience caused by the arrangments for scholarships, and to follow that up by asking for the intervention of the Chancellors of the Universities in the matter.

The resolution, as proposed by Dr. Gray, was then put and agreed to, with five dissentients.

Dr. Gray withdrew his rider in favour of the proposal of Mr. Phillpotts.

Mr. Phillpotts then moved :—"That a Committee be asked to draw up a report of the inconvenience caused by the arrangments for entrance scholarships in the present year, and to memorialize the Chancellors of the Universities of Oxford and Cambridge on the subject."

Dr. Gray seconded the rider, and it was carried, with four dissentients.

The Worship of Athletics.

Mr. E. H. Culley (Monmouth School) moved: "That the worship of athletics has increased, is increasing, and ought to be diminished". He disclaimed any intention of making an attack on athletics as such by themselves. The value depended upon a proper proportion being preserved, and athletics being kept in due subordination. Recreation ceased to be recreation if it interfered with work, and it certainly ought not to dominate. An amusement should not be turned into a serious occupation. At present there were signs that this due proportion was being lost sight of, and there were many strong forces at work to stimulate this tendency to undue proportion. There was a devotion to entertainment and sport far beyond their true value, and he thought he had properly described it as worship. Athletics were the shortest way to notoriety. He did not know any other way in which a boy of seventeen could get himself mentioned three times a week in the newspapers. No

form of academic work would attract so much attention. The higher achievements at the University passed with scarcely any notice in the newspapers, except perhaps the Mathematical Tripos at Cambridge, where the sporting element entered. There was no telegram from the German Emperor. It was, he considered, the duty of schoolmasters to say that they would exert their influence against the current, and would not stimulate it. He knew that many of the tutors at the Universities thought that intellectual subjects did not receive the same earnest attention they did some years ago, owing to this passion for athletics. There were some colleges at which it was considered good form for every member of the college either to go down to the river or to the football field, or where there was a match going on, to watch other fellows exert themselves. An Oxford tutor wrote to him : "Boys come up to us, their minds saturated with athletics. There is by comparison no intellectual life among undergraduates". That was all very well at school, but at a University it was rather out of a place. Good football, and still more good cricket, helped a man to a mastership far more than a second class. In the list of an agency he had perused, out of 150 names 133 had *athl.* appended, and it was only modern language masters trained abroad who ventured to dispense with that qualification. He did not desire to see athletics discouraged, but only their abuse by excessive resort to them and the sacrifice of time and energies. The text he wished the Conference to endorse was : "The Lord taketh no pleasure in the legs of a man".

The Rev. A. W. Upcott (St. Edmund's School, Canterbury) seconded the motion.

Mr. J. S. Phillpotts (Bedford Grammar School) said he should propose an amendment, as he was anxious they should look at the question broadly. He moved : "That this Conference deprecates the excessive public importance attached to special prowess in athletics, but feels that it is the duty of members of the Conference to promote by athletics, games, and otherwise the harmonious development of the body of all boys, and especially those who are least inclined for athletic exercise".

The Rev. W. H. Keeling (Bradford Grammar School) was of opinion that the resolution went a great deal too far. As a body of headmasters they had nothing to do with newspapers and the prominence they gave to sport and games, but they had to do with their schools, and could exercise control in them. For himself he thought it was most important that the masters should take a deep interest in the boys out of school as well as in it, and how could that be done unless there

where certain members of the staff skilled in cricket, and so forth? He hoped the proposal would be amended so as to exclude day schools from its scope. The abuses of athletics did not apply to day schools at all, It probably would be better to withdraw the resolution altogether, and it might be presented to the Conference on another occasion in a less rhetorical form.

The Rev. W. Yorke Fausset (Bath College) had been asked to second the resolution, but he felt himself unable to comply. He also should prefer not to support Mr. Phillpotts' amendment, which he considered too long. He moved as an amendment: "That it rests with the headmasters of public schools to countract by their attitude and practice the present predominance in the country of the athletic interest".

Mr. Culley intimated that he would accept Mr. Fausset's amendment and withdraw his resolution.

The Rev. G. C. Bell (Marlborough) said he would be sorry if any resolution or any of the amendments were passed. It would gratify him if Mr. Culley saw his way to be contented with the effect his speech would have, and withdraw his resolution in favour of the subject being again presented at another Conference in a more practical form.

Mr. H. Millington (Bromsgrove) maintained that there were abuses of the athletic spirit which should be discountenanced. The real damage was done not to the athlete himself, but to the naturally flabby boy, the hanger-on of the athlete, who wastes his time at school by getting up records. These boys were becoming positive nuisances.

The Rev. W. H. Moss (Shrewsbury) said he would move the previous question unless Mr. Culley consented to withdraw his resolution.

The Rev. the Hon. E. Lyttelton (Haileybury) was afraid that, if they did not show they had the courage of their opinions by passing a resolution in some form, they would run the risk of its being supposed that they were indifferent to what was said on this subject of the abuse of athletics, and that they were so given to self-worship that they could not bring themselves to the scratch and make a pronouncement on any question whatever. He thought that the evidence brought forward, and a great deal more which might be brought forward, was absolutely overwhelming, and that the matter was in a very dangerous position indeed. Those who were waiting to ascertain their position should not be wholly disappointed by the Conference not taking any action whatever. He should, therefore, be inclined to ask the Conference, if they did not wish to pass Mr. Culley's motion, to vote on the question in some other shape. Mr. Culley had offered to withdraw in favour of one of the amendments, which was certainly of a more moderate kind.

The Rev. A. R. Vardy (King Edward's School, Birmingham) held that there was a very great distinction between town schools and great boarding schools in this matter. The difficulty in town schools was to get boys to take part in sports, and in any way to take an interest in them. He should be sorry to have any resolution passed which would seem to discourage athletic sports and games in town schools. As an amendment he proposed: "While fully recognizing the value of athletic sports in school training, this Conference earnestly deprecates the increasing importance and excessive publicity that are now accorded to them".

Mr. A. L. Francis (Blundell's Schools, Tiverton) seconded the amendment.

Mr. Culley intimated that he would now stand by his original resolution. What he condemned was the worship of athletics. The amendments were really in agreement with him as to the advisableness of putting a check on abuses.

Mr. Fausset withdrew his amendment.

Mr. H. W. Eve (University College School, London) thought it would be a great pity if they spoke with any uncertain sound.

The Conference then voted on Mr. Phillpotts' amendment, which was rejected by a considerable majority.

Mr. Vardy's amendment was next put to the vote, and caraied by a decided majority. It was then adopted as a substantive resolution. On the motion of Mr. Colson, it was agreed that the Sub-Committee should consider the subject.

Oxford and Cambridge Schools Examination Board,

The Rev. H. A. Dalton (Felsted School) moved: "That it is desirable that the schools represented at the Conference should avail themselves of the opportunities for inspection offered by the Oxford and Cambridge Schools Examination Board". He maintained that great advantages accrued from the independent criticism and suggestions that are thus obtainable. He believed that only two boys' schools—his own and Liverpool College—had so far availed themselves of the inspection offered a year ago by the Oxford and Cambridge Joint Board. A headmaster was neither omnicient nor infallible, and a tried inspector such as Mr. Kitchener could not fail to discover defects in organization or discipline or teaching which had escaped the notice of the most lynx-eyed of headmasters. It was practically certain that under the forthcoming legislation all schools would be subject to inspection of some kind, and it would be a great thing if their schools could point to University inspection as a *fait accompli.*

Mr. G. W. Rundall (Newcastle School, Staffordshire), in seconding the motion, said they were not omniscient, and it was only by some skilled outside system of this kind that the ycould poissibly be made aware of imprevements which to an outside mind were obvious but might escape their own notice.

Mr. Eve pointed out that the Girls' Public Day School Company had had for years a system of inspection of their own which had produced excellent results with no friction.

It being near the hour for closing business, the Conference voted against taking any decision on the subject.

The Committee.

During the sitting a vote was taken on the election to the Committee of three members in place of Dr. Baker, Mr. Moss, and Mr. Phillpotts, who retired. The Conference elected Dr. H. A. James, Mr. H. W. Eve, and Dr. J. Gow. The meeting place of the Conference next year will be Shrewsbury.

The Conference adjourned after passing the customary votes of thanks.

REVIEWS OF BOOKS.

THE CITIZEN OF INDIA. BY W. LEE-WARNER, M.A., C.S.I. (*Macmillan*) Rs. 1-4-0

Mr. Lee-Warner has written a most interesting and valuable little book on the system of government in India, which we can cordially recommend to all who wish for an impartial account of Indian administration. It is meant for College and High School students and is written in a simple and interesting style, but it may well be read with profit by older men, as it provides in a handy form and brief compass the answers to a number of political questions that are more often talked of than understood. The author's aim is to teach future Indian citizens "the A.B.C. of their rights and duties", to explain to them how India is governed and why it is governed in the way it is, what is done with the taxes,and what measures are being taken to better the condition of the people. Having shown the "how" and the "why" of the existing system, the author has some valuable hints to offer as to the way in which the individual citizen may co-operate with the administration of the country in helping on that true progress which is the aim of all good citizens.

The first six chapters are devoted to short descriptions of the administrative system of the Village, the City, the District, the Provinces, the Native States and the Supreme Government. In the chapter on the Village the merits and defects of the old Village system are dealt with, among the latter being the absence of protection by the Supreme Government and the equal absence of a motive for improvement among the villagers themselves. After the growth of Municipalities has been sketched and a brief description given of the Government of the Presidency Towns, the duty of citizens in opposing abuses and suggesting reforms is emphasised. Under the District comes a careful account of the duties of the various local officials from the Collector down. An instructive contrast is also drawn between the Indian system of District Government in India, in which local ability is largely made use of, and that obtaining under the other great European nation ruling an Asiatic dominion, Russia, which fills up practically all offices with Russians down even to the office clerks. Chapter IV, on the *Provinces*, is mainly historical, Chapter V, on the *Native States* chiefly geographical. In Chapter VI is a lucid and most interesting account of the work of the Supreme Government. We should have liked however, to have seen more attention paid to the Legislative System and the recent development of Legislative Councils, and some description of the way in which these bodies are chosen. Chapter VII gives an interesting account of the chief races in India and of the services they have rendered and are rendering to the country.

In Chapter VIII is a very striking account of the development of Indian industry with the help of British capital and enterprise, and the consequent increased employment for the working classes of India. In the section on *Emigration and Factory Laws*, however, we note a strong *laisser faire* attitude which seems open to question. Mr. Lee-Warner even goes so far as to say "*The less the State interferes the better*". With this we beg leave to differ most emphatically. Whatever virtues the old *laisser faire* theory may still have in European countries—and of this there is a great deal of doubt already,—it seems a particularly dangerous will-o'-the-wisp in a country like India, where the industrial and trading classes are often so ignorant and selfish. In India it is the State rather than the individual that is enlightened, and there are many useful spheres for State action which could not possibly be filled by individuals. As long as ignorance and helplessness exist there are many opportunities for the State to step in and protect the poor from the oppression of the rich. Modern Economics rejects with ridicule such sentences as "Whatever one class of workmen have lost

by the loss of one trade has been made up to them by the opening of another and more profitable business". However consoling such a dictum may be to the overworked official it is not a fact, and the sooner he realises its inherent fallacy the better, especially in India the land of the *sowcar* and the *bunnia*. A little more mediævalism in legislation, especially as regards usury and corn-dealing, would do a lot of good in many a district. Indian social life is far more akin to that of mediæval than that of modern England, and its political economy should suit its social conditions.

Chapter IX. on *the Public Peace* is interesting and instructive, especially in its reminder that the conduct of the police depends largely on that of the people themselves. The author pertinently suggests that citizens can do a good deal to raise the tone of the force by refusing to bribe its members and reporting misconduct at once to the superior officers. Chapter X. on Public Health has good advice on cleanliness, and short accounts of the Dufferin Fund, Famine Relief, and the Plague.

Chapter XI. on Public Income and Expenditure, is quite one of the ablest and most interesting in the book, and will well repay perusal by all who want an impartial account of Indian finances in a simple and lucid form. Among other subjects here dealt with we may mention the *Famine Insurance Fund*, *the Exchange Difficulty*, *the Principles and Burden of Taxation*, *the Expenditure* including the *Home Charges*, and last of all *the Financial Prosperity of India*. Mr. Lee-Warner makes short work of the "drain" theory of the Home Charges, and equally short work of the "poverty" cry. As the author pointedly remarks "there is one infallible sign of a country's ruin or prosperity. . . . . . . To one on the road to insolvency no one would lend money except at a high rate of interest. But to the British Government of India the monied classes of the world are ready to lend crores of rupees, whenever it needs them, at a rate of interest which is denied to most of the nations of Europe. . . . . . . In the year which has been chosen in this chapter for an examination of the finances (1894-95), more than a crore of debt was paid off, and the interest on 92 crores of debt was reduced from 4 to $3\frac{1}{2}$ per cent".

The XII. and last chapter, on the *Forces of Education*, or as we might call them "*the Instruments of Progress*," is full of interest and hopefulness, but contains too much to be dealt with in the limits of this short review.

Altogether the book is a most fascinating one, which deserves to be widely read and considered by all who have the interests of India at

heart, and it should certainly find a place in the F.A. course at an early date. Like all of Messrs. Macmillan's books, it is admirably printed and got up, and is furnished with many excellent illustrations, including among others pleasing portraits of Her Imperial Majesty the Queen-Empress, the Emperor Akbar, Clive, Lord and Lady Dufferin, as well as views of the Kutb Minar, the Taj Mahal and other famous Indian buildings. A map of India and Burma is supplied.

THE HARPUR EUCLID: *Books* 1—3. By Edward M. Longely, M. A., Senior Mathematical Master, Bedford Modern School and W. Seys Phillips, M.A., Senior Mathematical Master, Bedford Grammar School. *Longmans, Green & Co.*, Price 2*s*.

This is a decidedly good School Edition of Euclid's Elements, revised in accordance with the Reports of the Cambridge Board of Mathematical Studies and the Oxford Board of the Faculty of Natural Science upon the memorial of the Council of the Association for the improvement of Geometrical Teaching. Its distinctive features are the omission of needless and irritating repetitions so common in other editions of Euclid, the commencement of the use of well recognized symbols at an early stage and the adoption in some cases of simple and easy proofs in the place of long and cumbrous ones. The usual humdrum style of presenting all the definitions at the outset and puzzling the learner is avoided, a few definitions that are indispensable are given to start with and the others are introduced as they are required. The exercises given after each Proposition are easy and progressive and therefore calculated to create a taste for the science in the mind of the reader; the notes are really good and in several cases very suggestive. The subjects of Quadrilationals whose treatment by Euclid is far from complete and of Contact problems are exhaustively dealt with. The information given on Simson's Line, Radical axis of Circles, Poles and Polars, Method of Limits, Inversion and Peaucellier's Cell, &c, is valuable and will form a good introduction to Casey's excellent Sequel to Euclid and Modern Geometry. If the authors have erred at all, they have erred on the side of attempting to give too much information of a rather advanced kind at an early stage, but this is a real advantage to teachers. The type, printing and get-up are all up to date and leave nothing to be desired. On the whole the book can be strongly recommended as a suitable Text Book for the High School and Upper Secondary Forms in Indian Schools.

LITERARY NOTES.

(From the European and American papers.)

Students of Shakespeare will be very sorry to hear of the death of Mrs. Mary Cowden Clark, (aged 89,) the authoress of 'Concordance to Shakespeare', which occured last week at Genoa. In company with her husband, who died in 1877 (in his ninetieth year), she published an annoted edition of Shakespeare. "As a writer" "she has been exceptionally industrious, and a long list of works stands to her credit. Whether any of her original writing will survive is a question about which there may be some doubt". Much of her Shakesperian work is of unquestionable value and interest and 'My long life' will perhaps continue to be read for the sake of the writer's association with famous people of the past like Leigh Hunt, Charles and Mary Lamb, John Keats, etc." Her "Concordance of Shakespeare," over which she spent "sixteen years of assiduous labour", has been fully appreciated by students of the great poet.

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Mr. Andrew Lang writing on the suggested formation of an English Academy, gives a list of "the forty who would, perhaps, have a good chance on the French principle". Here are the forty :—

Mr. Gladstone.	The Macchailean Mohr.
Dean Farrar.	Mr. James Knowles.
The Bishop of Ripon.	Mr. Herbert Spencer.
The Bishop of London.	Sir. Henry Irving.
The Bishop of Chester.	Mr. George Meredith.
Mr. Ruskin.	Mr. Leslie Stephen.
Lord Acton.	Dr. J. H. Murray.
Professor Masson.	Mr. Binning Monro.
Professor Butcher.	Mr Francis Galton.
Professor Bryce.	Dr. Fairbairn.
Professor Jebb.	Mr. Alfred Austin.
Professor Mahaffy.	Mr. Swinburne.
Professor Courthope.	Mr. Lecky.
Lord Rayleigh.	Mr. Thomas Hardy.
Sir W. Crookes.	Mr. Morley.
Lord Kelvin.	Mr. Max Müller.
Sir Robert Ball.	Sir George Trevelyan.
Mr. Robert Bridges.	Mr. A. J. Balfour.
Mr. S. R. Gardiner.	Professor Sidgwick.
Mr. E. B. Tylor.	Mr. Frederic Harrison.

The death is announced of the Rev. Dr. Liddell, formerly Dean of Christ Church, Oxford, which took place suddenly at his residence at Ascot. He graduated at Christ Church in 1833, taking a double first, and was subsequently a student and tutor of the college. He became famous for publishing,, in conjunction with Dr. Scott, the well-known 'Standard Greek Lexicon,' which appeared in 1843. In 1850 Dr. Liddell was appointed one of the members of Lord John Russell's Commission for inquiring into the state of the Universities. Five years later he was appointed Dean of Christ Church. He was also offered by Palmerston the Professorship of Greek in succession to Dean Gaisford. This he refused, recommending Jowett instead for the post. In 1856 appeared his 'History of Rome,' in two volumes, and also an abridged edition for schools. In 1870 he was Vice-Chancellor, and he continued at the Deanery until reaching his 80th year, 1891, when he resigned. He has since lived in comparative retirement at Ascot. A man of fine scholarship and striking personality, he was for many years an impressive figure in Oxford life. Like Jowett, he could be extremely severe in dealing with sham or pretension, but at heart no man was kinder. In Mr. Ruskin's autobiography there are several appreciative references to the great Dean.

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An American journal thus briefly sums up the chief discoveries and inventions of 1897. "Much was accomplished in the field of geographicald discovery. Jackson added greatly to our knowledge of Spitzburgen and vicinity. Andree started in his balloon for the north pole, but has not yet been heard from. Peary returned from Greenland with a great meteorite. Three expeditions—Norwegian; Belgian, and American—started for the south polar region. It was reported that the highest waterfall in the world had been discovered in the Orinoco country; British officers made a remarkable land expedition from India through Tibet to Peking. Expeditions were sent to study northern races from the State of Washington to the coast of Asia. Prince Henry of Orleans headed an exploring expedition to Abyssinia. The French made progress in exploring the Lake Tchad region. Prince Luigi, of Savoy, scaled Mt. St. Elias. Rich onyx beds were discovered in Kentucky, also gold in various places in the West.

The writings of Bacchylides, a Greek poet who was a contemporary of Pindar, were restored. A manuscript of the Book of Ecclesiasticus (Apocrypha) was found. Discoveries were made among the ancient towns of Arizona and Central America. Horseless fire trucks and carriages and chainless bicycles came into vogue. A train running from

Chicago to Denver broke the world's long-distance record, 1,026 miles in 18 h. 52,—nearly a mile a minute. A Belgian perfected a single-rail road on which a car ran at the rate of 150 miles an hour. The ocean steamship record was greatly reduced. A Frenchman devised a scheme for making colored photographs. Water-proof paper was made, also a device for taking the direction of sounds from ships during fogs. European nations continued their experiments on air warships. A Californian made an apparatus for extracting gold from sea water. Nicola Tesla found that electricity could be used to expel foreign substances from the skin. A scheme was devised for telegraphing from a train and an Italian named Marconi succeeded in sending messages for short distances without wires. By the use of the synchronograph it was found that from 4,000 to 6,000 words per minute could be telegraphed: pictures were also sent by wire. Some wonders were performed by surgery—among them being the mending of a broken neck, and the taking out of a woman's stomach while preserving her life. The x-rays were used to show the extent of disease in the heart. A new and cheaper process of making steel was discovered. The trans-Siberian railroad was reported to be nearing completion. A railroad is being built in South Africa to connect the Cape district with Matabeleland and Mashonaland".

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The death is announced of Rev. C. L. Dodgson, who under the name of 'Lewis Carroll' wrote 'Alice in Wonderland' and other numerous books which have been the delight of hosts of readers old and young. He is also the author of a number of Mathematical works. But that which carried the name of Lewis Carroll round the globe was 'Alice in Wonderland' which was written for amusement. His other important works in this direction are "The Hunting of the Snark:" "An Agony in Eight fits", "Rhyme and Reason", and "Sylvie and Bruno". All these books were written for the children with whom he is a great favourite, dividing his honours with Hans Anderson.

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A Portrait of Hiuen Tsang.

A recent number of *The Hansei Zasshi*, the Japanese monthly, contains a likeness of the renowned Chinese traveller, Hiuen Tsang. The original painting, from which the reproduction has been made, is said to be about 800 years old. The picture represents the great traveller returning from Rajagriha, after his sojourn in the town and in its neighbouring places. We take the following description of the likeness from the journal :—

On his back he carries a satchel, in which he is said to have put his important collection of Sanskrit MSS. and on the top of it he places a sunshade from which an incense-burner is suspended. He wears a string of skulls round his neck. It is said to represent his former existences in all the nine worlds, the Sub-Divisions of the Tribhava. In his left hand he has a roll, and in the right a beautiful whisk, which is unfortunately invisible in the reproduction. He seems to be wearing a sword, if we are not mistaken, but it may represent the metal staff, called "khakhara," carried by a Bhikhu on his begging round.

EDUCATIONAL NOTES.

A Bill entitled an Act to make better provision for Manual and Technical Education has been introduced into Parliament by the New Zealand Government. It provides that any Education Board may, from time to time, order Manual instruction to be given in classes in any specified public school under its control and a modification of the school system may be made thereupon; this instruction may be given in extra school hours.

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There are fifteen Indians among the sixty-four students called to the Bar in London this year.

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A striking inaugural address was recently delivered by Sir Rowland Blennerhassett, the new Principal of Queen's College, Cork. After referring to the degeneration of the ancient Universities in the seventeenth and eighteenth centuries, and to the new scientific stimulus which he attributed in large measure to Germany, he continued:

"The need of educational reform in England had recently been put forward by the Duke of Devonshire in several speeches of characteristic directness and power, and he has announced his intention of introducing a measure to constitute on modern lines what will really be a new University of London. A still more striking instance of the views of the leaders of public opinion in Europe was given in a most remarkable speech, which had attracted the attention of the whole world, delivered a couple of weeks ago by Count Goluchowski, the brilliant Chancellor of the Austrian Empire, a man, if he mistook not, destined to play a leading part in shaping the destinies of South-Eastern Europe. In that speech he proclaimed his settled conviction in words almost identical

with those used by him (Sir Rowland Blennerhassett) in the report which he recently had the honour of submitting to Her Majesty: that in the twentieth century the nation which worked in the most scientific spirit, and which had the highest mental training, was certain to be victorious in the economic struggle".

Sir Rowland went on to urge the development of Queen's College, Cork, as an independent local University. He examined at length three existing types of Universities—English, French, and German—pointing out in each case their merits and defects. The practical question, however, was how to reform the existing system of University Education in Ireland, so as to make it efficient in the highest degree for the intellectual and material development of the country.

"Some appear to think that a central degree-giving institution, with colleges affiliated to it in different parts of the island, will best accomplish this purpose. He was as certain as he stood there that it would do nothing of the kind. Whatever defence may be set up, the centralization of executive power, and even of administration, in a State, and especially the centralization of University education, was always to be avoided. It had worked unmitigated evil in every country where it existed".

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At a recent meeting, held in the Linnæan Society's Rooms, it was decided to invite the signatures of botanists and zoologists to a memorial to the Senate of London University, calling the attention of that body to the urgent necessity of amending fortwith the new rules relating to the Intermediate Science examination in so far as botany and zoology are concerned. It is held that these two subjects, which are universally recognized as two independent branches of knowledge, with seperate staffs and laboratories, in most colleges, should be treated as independent for examination purposes. By ranking them as one subject in an optional schedule the University is following a course which, it is believed, is calculated to discourage the study of these subjects by matriculated students. Such a result may hinder the progress of botanical and zoological science throughout the country, and may prejudice London graduates in the competition for teaching and other posts.

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The following appointments have been made by the Council of Legal Education for the coming year:—Constitutional Law (English and Colonial) and Legal History—Reader, Mr. A. T. Carter. Roman Law, Jurisprudence, and International Law—Reader, Mr. J. Pawley Bate; assistant-reader, Mr. S. H. Leonard. Law of Real and Personal Property—Reader, Mr. A. Underhill; assistant-reader, Mr. J. Andrew

Strahan. Common Law—Reader, Mr. Hugh Fraser; assistant-reader, Mr. J. Llewelyn Davies. Equity—Reader, Mr. L. G. Gordon-Robins; assistant-reader, Mr. Walter Ashburner. Evidence, Procedure, and Criminal Law—Reader, Mr. W. Blake-Odgers, Q.C.

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At the annual general meeting of the Modern Language Association in the Council Room of the College of Preceptors, the chair was taken by the President, the Rev. J. E. C. Welldon (Headmaster of Harrow), and, among those present were M. Paul Passy, Dr. H. F. Heath, Dr. T. G. Foster, Mr. M. E. Sadler, Mr, H. W. Eve, and Mr. D. G. Lipscombe (Hon. Secretary). The annual report stated that the Association now numbers 265 members. Since the last general meeting 100 new members have been elected. Mr. Welldon, in his Presidential address, said he must plead guilty to a certain sense of incompetence in addressing such an audience He was not a great modern linguist, but perhaps in the admistration of a great public school it was not so important to know about modern languages as about modern language masters. But he wished to express in the most forcible words the interest which, as a schoolmaster, he had always felt in the encouragement and advance of modern language teaching. With him it was not so much a conclusion as an axiom that modern languages possessed a great and ever growing importance in the education of the young. He was unable to realize any great distinction between classical and modern languages as an educational instrument. No doubt the ancient languages, partly by prescriptive right, enjoyed some advantages, and there was less temptation to regard their study in a purely utilitarian spirit. On the other hand, the utility of modern languages was an advantage it was impossible to deny.

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The Directors of the London School of Ethics and Social Philosophy, Passmore Edwards' Settlement, Tavistock-place, W.C., have issued a strong programme of work for the Spring Term, just commenced. They announce a Class on the Principles of Psychology, conducted by Alexander Shand; six lectures on 'The English Utilitarians', by Leslie Stephen; ten lecture on 'Elementary Ethics', by W. H. Fairbrother, M.A.; and ten lectures on 'Institutions as Ethical Ideas', by Bernard Bosanquet, LL.D. Terms of admission and further particulars may be obtained from the Secretary, Mrs. Gilliland Husband, 5m, Portman Mansions, Baker-street, W. The programme also includes a series of *free* lectures on Sunday evenings by Professor MacGunn, Rev. A. Robertson, D.D., Mrs. Sophie Bryant, D.Sc., Professor J. H. Muirhead, Mrs. Bosanquet, and Professor Carpenter.

INDIAN NEWS.

BENGAL.

The fourth Sri Gopal Basu Mallick lecture on the General Principles of Hindu Philosophy with special reference to the Vedanta and the Upanishads, was delivered at the Senate House, Calcutta, on the 29th ultimo.

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The Senate of the Calcutta University at its meeting of the 15th instant passed the following rule: "Three persons shall be appointed a Board of Examiners to set each of such papers as, in the opinion of the Syndicate, it is desirable to moderate. Two of them shall set the paper in consultation with each other; the third shall revise the paper set in consultation with the other two members of the Board at a meeting, all points of difference being decided by a majority of votes; it shall be notified by the Board that the paper thus set and revised does not involve a variation of the average standard".

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Srimati Krishna Kamini Chaudhurani, widow of the late Babu Kisori Lal Ray, Zemindar of Tarus, has placed at the disposal of Government a sum of Rs. 6,000 for a Sanskrit Scholarship and medal in honour of the Lieutenant-Governor's visit to Patna.

BOMBAY.

In response to an invitation signed by Mr. James MacDonald, Miss A. E. Edge, Mr. J. D. Bharga, and other ladies and gentlemen engaged in educational work in Bombay, a fairly large and representative gathering of teachers and others interested in education assembled in John Connon's School (Fort), on 15th January. Mr. James MacDonald was voted to the chair.

Prof. N. G. Velinkar explained the object of the meeting, and moved the first resolution, which stated that "This meeting considers it desirable that an association should be formed in Bombay for the discussion of the theory and practice of education specially, and generally for the benefit of those engaged in educational work; that this meeting is of opinion that such an association is calculated to advance

the cause of education in this city and Presidency". Miss A. E. Edge seconded the resolution in an able speech, in which she pointed out some of the questions which it would be possible for the association to take up.

The second resolution was moved by the Rev. N. MacNicol, and seconded by Mr. R. R. Wedwe. It stated that, "With a view to the object named in resolution 1, this meeting appoints a provisional committee, consisting of the following ladies and gentlemen, to draw up a constitution for the association, and to suggest methods of work:— namely, Mr. J. MacDonald, Miss A. E. Edge, Miss Parker, and Messrs. N. MacNicol, D. N. Wadia, J. D. Bharda, D. G. Panhye, D. R. Chichgur, and N. G. Velinkar, with power to add to their number. Mr. N. G. Velinkar to act as Seceretary of the Committee.

The third resolution was moved by Mr. J. D. Bharda, and seconded by Miss M. Hunt. It provided for the next meeting of the Association to be held in the middle of next month, and required the provisional Committee to submit their resolutions to that meeting.

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In reply to the address of congratulation presented to him on Saturday last by the Anjumán-i-islám on behalf of the Muhamadan community, Mr. Adamji Peerbhoy, the new Sheriff of Bombay, made a donation of Rs. 5,000 for the establishment of scholarships in connection with the Anjuman School.

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Two lady-students of the Mahaluxmi Training College, Bombay, have successfully passed the Matriculation Examination of the Bombay University. One of these is a Parsi and the other a Nagar lady.

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The first examination of the photographs taken at Poona during the eclipse shows that the Poona eclipse expedition succeeded in obtaining the spectrum of the reversing layer. This has been done only once before and that too on a small scale. The present achievement is of great importance to astronomers.

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Mr. Faredoon Khursedji Pavri, B.A. (of Elphinstone College), stands first in the first examination at the Engineering College, Cooper's Hill, England.